



Woodlands Federation

Positive Behaviour Policy

September 2023

We acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). Due care will be taken to ensure everyone is kept safe. We adhere to KCSIE 2023, please see the school Safeguarding Policy for full information. Repeated incidents of inappropriate behaviour or changes in behaviour will be considered by staff as a potential safeguarding concern.

It is a primary aim of Woodlands Federation, and its member schools, that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a group of caring communities, whose values are built on mutual trust and respect for all. This behaviour policy is designed to support the way in which all members of the federation and its schools can work together in a co-operative way. It aims to promote an environment in which everyone feels safe and secure. Both schools have a number of values, but this behaviour policy is not primarily concerned with their enforcement but with promoting good relationships within the school community. It promotes people working together with the common purpose of helping everyone to learn.

The federation expects every member of the school's community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this positive behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school and wider community.

The schools recognise and promote good behaviour as they believe that this will develop an ethos of kindness and co-operation. This policy is designed to encourage good behaviour rather than merely deter anti-social behaviours.

Our Approach

We follow The Empowerment Approach, which empowers pupils to develop self-efficacy, self-advocacy and self-regulation through the following twelve steps.



We believe that if pupils do not meet our expectations, it is because one (or more) of their needs is not being met. The missing need acts as a stressor and causes the pupil to respond using their emotional brain, as opposed to their cognitive brain, therefore acting in an irrational way. We aim for pupils to become happy individuals who feel good about themselves and have an intrinsic motivation, and the skills required, to learn and behave appropriately in different contexts. For this reason, when dealing with challenging behaviour, we aim to build pupils' skills and self-esteem as opposed

to using punitive measures which reduce self-esteem.

Aims of our Positive Behaviour Policy

- To develop an atmosphere where teaching and learning can flourish.
- To develop frameworks within which initiative, morality, responsibility and sound relationships can flourish.
- Ensure that individual pupils' needs (or stressors) are taken into account and their skills are developed.
- Work in partnership with parents from the earliest appropriate time.
- Develop ownership of the policy by the whole school community.
- Nurture our pupils to enable them to develop self-regulation skills and understand the impact of their behaviour on others.
- To enable children to develop a sense of self-worth together with a respect and tolerance for others; treating children politely and fairly so that they learn to be polite and fair.
- To produce an environment in which children feel safe, secure and respected; both in and out of the school building
- To ensure children are praised, good behaviour expected, and is recognised and encouraged
- To encourage children to become independent learners, confident individuals and responsible citizens.

Vision and Values

The Woodlands Federation is committed to ensuring all children reach their full potential. We strive for children to feel **happy, safe** and able to **learn**. This is underpinned by extremely high expectations, effective relationships and a welcoming ethos. We strive for our children to have positive attitudes, challenge themselves and develop strategies to become independent learners.

Within the Federation we aim to build a culture and environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.

School values are discussed with and agreed by the members of the school. They are referred to when we discuss behaviour and expectations.

| Dallington School Values | | |
|--------------------------|--------------|-------------|
| Love and Care | Respect | Friendship |
| Hope | Thankfulness | Forgiveness |

Punnetts Town School Values

| | | |
|---------------|-----------|------------|
| Love and Care | Respect | Friendship |
| Resilience | Enjoyment | Curiosity |

These values underpin all elements of our Behaviour for Learning Policy and are displayed in all classrooms and throughout the school, as a reminder to pupils of the values they should be demonstrating.

Relationships

We believe that nurturing and caring relationships are essential to ensure that pupils feel happy and safe within their learning environment. For this reason, we pride ourselves on the nurturing relationships that staff build with pupils, ensuring that they get to know pupils extremely well and are aware of their individual interests and strengths, as well as their barriers to learning.

We recognise that pupils require recognition to enable the development of their sense of self. We therefore strive for these units of recognition to be positive, as opposed to negative. Children are taught about 'warm fuzzies' or positive recognition and 'cold prickles' or negative recognition. Examples of warm fuzzies could be a smile, a positive comment, someone saying hello or even a hug – anything that makes the person feel good. Cold prickles have the opposite effect.

Agreeing Expectations

We require everyone in both schools to agree these expectations for behaviour.

We actively promote **pro-social** and **pro-learning** behaviours so that a pupils' behaviour enables them to feel good about themselves and enables everyone else to feel good as well. These are defined and understood by all pupils.

Examples of pro-social behaviours might include:

- Responding calmly to others
- Speaking in a kind way to someone, to help them feel good
- Taking an interest in someone – asking how they are feeling etc.
- Listening to others and showing active listening skills e.g. eye contact, turn taking etc.
- Taking turns
- Sharing
- Looking after other people's equipment and resources with care
- Trying to understand someone else's point of view
- Showing good manners towards each other
- Having eye contact when speaking
- Greeting people appropriately, using their names
- Putting their hand up when speaking in the classroom

Examples of pro-learning behaviours might include:

- Keeping the voice at a volume that fits the activity
- Taking turns to speak and listening to others' opinions
- Focusing attention on the learning
- Asking questions about the learning
- Moving and speaking in a way that helps other people to learn
- Moving your body in a way that fits the activity
- Taking pride in their learning
- Showing determination and resilience with learning

Pro-social and pro-learning behaviours will be referred to constantly, to ensure that expectations are reiterated.

SMSC Provision and British Values

Through our provision of SMSC education, we:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- develop tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will:

- use circle times, assemblies and the curriculum to discuss incidences and issues as they arise and encourage the children to become responsible, sensitive, empathetic and fair.
- deal sensitively with children in distress, will listen to them and deal with any incident appropriately.
- support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.
- communicate regularly so that the needs of individual children are known and effective support strategies are put in place.
- actively build positive relationships with children based on listening to them, finding opportunities to make them feel special, and ensure that their emotional as well as academic needs are addressed; teachers should ensure that every child in their class has been spoken to during each day.
- give children the opportunity to calm down and regulate their emotions before giving a sanction although action to isolate the child to avoid harm to other pupils or property may need to be taken.

Curriculum

At the start of the year, our curriculum focuses on teaching The Empowerment Approach (known to the pupils as Building Better Brains).

Pupils in all year groups are taught about their three brains – their cognitive (or thinking) brain, their emotions (or feelings) brain and their body brain.



Pupils learn about the neural pathways in the brain and the fact that, through new learning, the neural pathways can be changed and altered, therefore understanding that behaviour can be changed.

Pupils also learn that in times of stress, where unmet needs become stressors, our cognitive (or thinking) brain disengages and our emotional (or chimp) brain takes over (known as flipping their lid). We therefore respond to events without rational thinking.

Pupils go on to learn about their physical, emotional and cognitive needs that enable them to learn. Pupils are taught how to recognise which of their needs are missing and the strategies that they can use to support them to be independent.

Later as the year progresses, pupils are taught about the cognitive needs (executive function skills) and the strategies that can support the development of executive function skills, something that is essential to learning.

Consequences

We believe that pupils should learn from their behaviour to actively strive to improve behaviour.

We believe that pupils should learn the natural consequence of their actions. We actively encourage pupils to reflect upon their behaviour, and teach the natural consequences of not meeting expectations. For example, if we are kind to others, the natural consequence is that they will want to be friends with us, as they feel safe and happy around us. If we are unkind, the natural consequence is that others will not feel happy and safe around us and will therefore not want to be friends with us.

A focus on the natural impact or consequences of one's behaviour supports the development of:

- Emotional intelligence
- Empathy
- A moral compass
- Intrinsic motivation to do the right thing

We believe that expectations should be equally high for everyone, to enable everyone to feel safe, happy and to learn at their best.

We understand that not all pupils will be able to meet these expectations and therefore we will need to provide additional scaffolds and support to enable them to meet the expectations. We know from neuroscience that some pupils in the class will find this genuinely more difficult. This is because their neural pathways have not yet developed in the areas of the brain needed for these 'Executive Function skills'. On occasions, it may be that pupils develop these skills by working with adults during playtimes and lunchtimes. During these times, staff will teach strategies to address the missing skill/ need.

Recording Incidents of Poor Behaviour

When a serious or repeating misbehaviour occurs it is recorded on CPOMS (Safeguarding and Child Protection Software for Schools) noting the facts of the incident, what was happening before the incident, who was involved and what the consequences of it were. Class teachers are responsible for following up such concerns with parents in the first instance and in more serious or repeated cases the DSL, head teacher or inclusion manager will be involved. Punnetts Town have red slips for this to communicate with parents

Prep for Best

Staff should always 'prepare for pupils to do well'. This means making sure lessons and the classroom environment reduce stressors and help pupils to learn at their best and manage their difficulties successfully. Providing learning and environmental scaffolds such as writing frames, talking buttons, sensory cushions, ear buds and micro-environments will support pupils effectively to cope with poorly developed executive function skills.

Responding when pupils do not meet expectations

If a pupil does not manage to keep to expectations, the member of staff should initially follow points 1 to 5 from the '**7 Point Response Plan**'.



We know from neuroscience that when pupils deregulate, the areas of the brain responsible for rational thinking, reasoning and problem solving (the cognitive brain) are blocked. This means the first priority is to regulate the pupil; this will only work by regulating oneself and showing empathy and support in a calm manner (ensuring that you are using your cognitive brain and not your emotional brain – even when a pupil has done things we do not agree with! Showing support and empathy does not mean we have to condone the action.

We also know that responsive, positive relationships are crucial to long term well-being and success. When pupils feel bad and identify as 'bad', their responses can worsen into a spiral; pupils can become trapped in the 'punishment cycle'. It is therefore crucial that adults **always** respond calmly and supportively so that a pupil's self-concept is protected.

However, we recognise that maintaining high expectations in a class is crucial; it is therefore vital that there remains a consistently tight focus on the importance of pro-social and pro-learning skills. When a pupil does not meet expectations, the adult should make sure other pupils know that these are vitally important and therefore the pupils who are not managing them will be given lots of extra help, just like someone in reading might receive if they are struggling.

Problem Solving

In Step 5, the child problem solves, supported by the adult. The concerns of the pupil **and** the adult are raised and ways to meet both are discussed. Ensuring the solutions are 'Good for me; Good for everyone'. During this step, expectations set out in the charter, during 'Prep for Best' and any concerns that they are not being met are raised by the adult.



If appropriate the child and adult create a 'goal sheet' together which focuses on the physical, emotional or cognitive need the child is lacking or finding difficult. The child decides, supported by the adult, 'Solutions to try' when the child finds it hard to meet the

expectations.

Building for the Future (step 6 and 7)

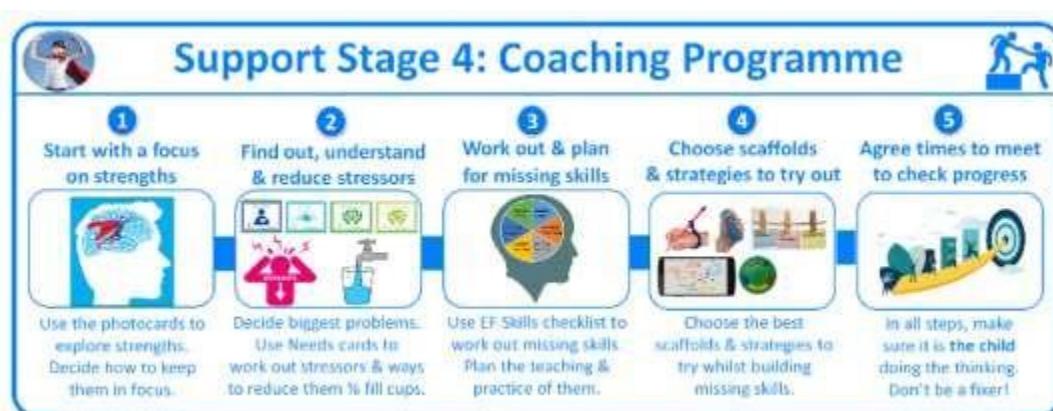
The pupil (or pupils) is supported to empathise with the needs of others and think through what needs to happen to address any negative impact their actions may have had on others. This is through 'Repair' and 'Filling cups and building skills' stages of the programme, where pupils are encouraged to reflect to develop empathy. This is done through coaching conversations and coaching time.



Following on from the use of points 1 to 5 of the 7-Point Response Plan, adults will facilitate a repair session between the pupil and their peers or between the pupil and the adult. They will then coach the pupil to develop an understanding of their missing skill and the scaffolding that they need to address this.

The entire approach focuses on improving behaviour for the future to ensure that pupils respond appropriately in the future.

Supportive Intentions



When a pupil is not managing, the 5 Point Response will be used to help get them back on track and they will be reminded of the needs of the adult and others in the class. The focus will be on regulation, protecting self-esteem, developing emotional intelligence and

collaborative problem-solving. If a pupil's actions are stopping others from learning or putting others at risk, of course it isn't appropriate for the pupil to remain in the class. However, **how** this is communicated will be very different – it will be in a supportive and calm manner emphasising that the adult needs to help the pupil find a place to be where they and others around them can feel good and successful. **The intention will be to secure the best achievement for all pupils – the pupil and the rest of the class.**

What happens if this 5-Point Response Plan does not work and a pupil continues to fail to meet expectations on the charter?

Every pupil deserves to feel safe, happy and be able to learn. It is therefore vital that, if a pupil in the class is putting this at risk, the right support is put in place so that other pupils are protected.

If use of the a) 5 Point Response Plan b) work on the missing skills and c) scaffolds and adjustments to help whilst these are still developing isn't proving sufficient, it may be the pupil needs different provision whilst they develop the necessary skills. This might be an alternative timetable with shorter sessions in class as well as planned sessions with a member of the pastoral team. In all contexts, the specific skills which will be a focus to build should be explicit, decided with the pupil and progress tracked.

Extreme behaviour or repeated poor behaviour

We recognise that where individual pupils are engaging in continuing inappropriate behaviour this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support whilst taking due care to ensure that everyone remains safe. We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils.

Adapted approaches will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Parent/ carers will be kept informed and given every opportunity to share their perspectives, so together we can ensure the best support for the pupil. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

Please read the school's Special Educational Needs Policy and SEN Information Report for more information.

If a teacher or member of staff has used every strategy including discussing the inappropriate behaviour with the child, a child may need to be taken out of class. Where appropriate, a TA will accompany the child to a member of the senior leadership team or other relevant staff member. If the child does not cooperate, a senior staff member will come and remove the child where necessary. If a child has been removed from a classroom a decision will be made about the appropriate next steps. This will be based on the

behaviour exhibited, the needs of the child and any additional information that is relevant to the individual child.

The decisions taken will be aimed at helping the child to learn from their mistake and not repeat it in the future along with supporting victims of the inappropriate behaviour.

Possible outcomes are;

- relocation to another classroom
- internal exclusion outside of classrooms;

When using internal exclusions the health, safety and welfare of the pupil will come first and pupils will not be kept longer than necessary. During the internal exclusion lunch, toilet and movement breaks will be planned. All internal exclusions are added to CPOMs and reviewed internally by the Headteacher.

Repeated inappropriate behaviour is always reported the Headteacher. Parents will be asked to help to support their child in amending their behaviour. A record of events, both in class and in other areas, will be kept on CPOMS and the child's behaviour closely monitored. Parents will be kept informed. The school will consult with the SENCO and outside agencies to support pupils and their families as necessary.

Serious or dangerous behaviour is reported to the Headteacher straight away. Parents may be asked to come into school immediately to discuss ways forward to change and rectify behaviour before a decision will be made on whether their child can return to class. There may be the need for a lunchtime timetable or exclusion if a child finds it particularly difficult to play with peers at this time.

A pupil whose behaviour repeatedly does not meet the school's agreed expectation and if their behaviour could seriously jeopardise the health and safety of others, their parents/carers may be asked to accompany their child on external trips so they do not miss the learning experience.

- A Fixed Term Exclusion may occur but this is a rare occurrence in our school.
- A Permanent Exclusion may occur but this is a rare occurrence in our school.
- Corporal punishment is not used, in accordance with the Education Act (no 2) 1996.
- Detentions are not used.

Exclusion

As a last resort, when a pupil's behaviour is extremely non-compliant, the Headteacher may make the decision to issue a fixed-term exclusion. Decisions regarding exclusions are made by the Headteacher and will be dealt with in line with the statutory guidance on exclusions (Exclusion from maintained schools, academies and PRUs in England: Statutory guidance for those with legal responsibilities in relation to exclusion September 2017). Reintegration meetings are planned and take place with the head teacher and class teacher on the morning that the pupil returns to school following a fixed term exclusions. The purpose of these meetings is to plan supportive measures to make the return to school successful for the pupil. Goals and expectation will be agreed with the pupil, parents and school.

Woodlands Federation take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those pupils who are suffering harm.

All staff members believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual pupil.

Due regard is given to the Equality Act 2010 in the implementation of this policy and the additional policies it contains.

Additional Information Related to Behaviour

Attendance

Attendance is essential in the school's continuous drive to improve attainment for all pupil groups.

Ofsted state that in a school where personal development, behaviour and welfare is 'Good':

"Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement."

- Pupils are expected to attend school regularly.
- Regular attendance is valued within the school.
- Where a pupil's attendance is not considered regular, the school's Attendance Officer will begin the process of informing parents; there will be an expectation that the pupil's attendance should improve.
- The school may refer to TASS (Team around the school setting) for additional attendance support.
- In cases where a child's attendance is poor and where previous interventions, such as meetings with parents and warning letters, has not had the desired impact in improving attendance, the school reserves the right to issue fixed penalty notices; the value of this fine is currently £60. Parents have the right to seek further advice on this fine.

We are aware that for some pupils attending school full-time is not always appropriate. Therefore, in consultation with parents/carers for some pupils an agreed part-time timetable will be put in place. With this in mind, a part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. In agreeing to a part-time timetable a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence.

Searching and Screening

(Department for Education Guidance: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk). July 2022)

The Headteacher 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

In addition to this school staff can search pupils for any item if they agree.

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.

Reasonable Force (please see further detail on p16)

Use of Reasonable Force (Department for Education Guidance: Use of reasonable force July 2013).

Legally members of staff in a school have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. At Woodlands Federation we avoid positive handling unless a pupil is a danger to themselves or others. Staff have been shown how to quickly and safely move a pupil to a safe space. The school will always record this on CPOMs and inform parents/carers.

Anti-Bullying policy

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour; we do everything in our power to ensure that all children attend school free from fear.

What is 'bullying'?

"Behaviour by an individual or group, usually repeated over time that **intentionally** hurts another individual or group either physically or emotionally" (DSCF, 2007). This can sometimes be confused with unpleasant or aggressive behaviours towards others but must have an intentional/pre-meditated element to be categorised as 'bullying'.

This behaviour can include:

- Verbal bullying e.g. making personal threats, name-calling, nasty comments or jokes

- Physical bullying e.g., hitting, kicking, poking, punching, pushing, shoving, slapping, tripping or spitting, inappropriate touching or being forced to do things you don't want to do.
- Indirect, e.g., ignoring, or excluding someone from the group e.g. not including them in activities, gossiping or spreading rumours, dirty or intimidating looks stealing, damaging belongings, targeted graffiti, or gestures
- Cyber bullying e.g., sending threatening comments via email, text messages or Facebook, or taking humiliating, pictures or video, clips which are then sent or shared with others

'prejudice-based bullying' - Bullying behaviour motivated on grounds of an individual's gender, ethnicity, body image/size, sexuality, disability, age, religion or belief

How we prevent bullying

The spiritual, moral, social and cultural education of pupils, and their personal, social, health and citizenship education is central in combatting any type of bullying. Assemblies, newsletters and circle times present opportunities to reinforce the school's equality policy and behaviour policy. We also provide learning opportunities for pupils to discuss issues of diversity, discrimination and equality through PSHE, citizenship and the whole curriculum. Every year we hold anti-bullying focussed weeks, and every two years focus on diversity and difference during an equality week. We also have a supervision of pupil's policy, which all members of staff adhere to. Please see our website.

Our Short Term responses to acts of bullying

Undertake a **risk assessment** by asking the following questions:

Is the victim safe?

Is the victim vulnerable or especially upset?

Has the victim experienced this Anti-social behaviour/ hate incident or bullying before?

Are they a repeat victim or has this bullying been going on for some time?

Has the reported incident(s) had an impact on the wellbeing of the victim or on a group of individuals such as a family?

Our Short Term Actions

- Ensure the victim feels supported, is given space and the opportunity to talk about the incident
- Where appropriate involve the parents of victims and perpetrators
- Respect the wishes of the victim but if there are safeguarding concerns or if answers are 'yes' to any of the 4 risk assessment questions we will take safeguarding action
- Avoid being confrontational with the perpetrator and challenge their behaviour and ideas rather than them
- Help the perpetrator understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
- Provide some time and space to allow the perpetrator to reflect on their behaviour or calm down before taking any follow-up action or talking through the incident further

- If the perpetrator has made inaccurate statements, point these out, question stereotypes and counter prejudice by providing accurate information
Let other pupils who have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- Consider the intentions of the perpetrator before applying sanctions, especially before exclusion
- Consider the intentions of a victim who has retaliated before applying sanctions, especially before exclusion.
- Keep the victim and parents informed about progress and any actions taken
- Record on CPOMS whether the incident has been resolved, particularly whether the victim and parents are satisfied with the outcome

Our Longer Term responses to acts of bullying

The victim/s and perpetrator/s may require longer-term support.

Bullying Incidents: Where appropriate, we will seek advice, guidance and support

Hate Incidents: Where appropriate, we will seek advice, guidance and support from the Equality and Participation Team.

Child on Child abuse and Sexualised Behaviours

Woodlands Federation have adopted the ESCC **Protocol for Managing Child on Child Harmful Sexual Behaviour in Schools, Settings and Colleges dated January 2023** and **KCSIE 2023**

Pupil support systems

Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils. Our school's approach to mental health and behaviour is part of a consistent whole school approach to mental health and wellbeing. This involves providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems. This is paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities.

School staff do not act as mental health experts and do not try to diagnose conditions. However, all staff aim to ensure that the clear systems and processes that are in place for identifying possible mental health problems, including early intervention, creating a safe and calm educational environment. As set out in Chapter 6 of the statutory SEND 0-25 years Code of Practice 2015, staff are alert to how mental health problems can underpin behaviour issues in order to support pupils effectively, working with external support where needed. For example, where a pupil has a mental health condition that amounts to a disability and this adversely affects their behaviour, our schools makes reasonable adjustments to its policies, the physical environment, the support we offer, and how we respond in particular situations. Our positive behaviour policy is consistent with the legal requirement that treating

all pupils the same may be unlawful where a disability affects behaviour. It may be unlawful to apply a positive behaviour policy that treats all pupils the same if a pupil's disability makes it harder for them to comply with the policy than other pupils who are not disabled.

Our federation has in place arrangements which reflect the importance of safeguarding and promoting the welfare of our pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our staff are aware of their responsibilities, as set out in statutory guidance (Part 1 & Annex B of KCSIE and in Working Together to Safeguard Children). If staff have a mental health concern that is also a safeguarding concern, immediate action is taken, following our federation's child protection policy, which is to speak to the designated safeguarding lead or a deputy.

Where there are concerns about behaviour, the school will instigate an assessment (by involving outside agency professionals) to determine whether there are any underlying factors such as undiagnosed learning difficulties, difficulties with speech and language, child protection concerns, or mental health problems.

The power to use reasonable force

For children who present challenging behaviours, redirection, diffusion, prevention and avoidance are the first tools in managing violence and will tend to make control and restraint unnecessary in many situations. However, there may be occasions when the use of force or positive handling is appropriate and necessary. Our policy is to involve pupils in examining and discussing the implications of behaviour that would require staff intervention. Situations may arise for school staff in which the use of force may be required in dealing with conflict when other measures have failed or staff are faced with a one-off incident that did not have a planned risk assessment. The safety of staff & students is the prime underpinning aim of the use of force/positive handling.

It is essential that the physical management of pupils:

- should, wherever possible, be avoided
- is seen as a rare occurrence and as a last resort
- seeks to ensure the safety of other children and staff
- is part of our whole school behaviour policy
- must be used in ways that maintain the safety and dignity of all concerned
- is recorded according to statutory guidance

What is Reasonable Force?

Whether the force used is reasonable will always depend on the circumstances of individual cases. Deciding on whether the use of force is justified will depend in part upon the context in which the misbehaviour takes place. The test is whether the force used is proportionate to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour. Reasonable force can cover a wide range of actions that involve a degree of physical contact with young people.

All members of school staff have a duty of care to prevent serious harm. Where there is a high or immediate risk of death or serious injury, any member of staff is justified in taking any necessary action (consistent with the principle of using minimum force). Such situations could include preventing a pupil from running off a pavement and into a busy road or preventing a pupil from hitting someone with a dangerous object.

School staff may use positive handling for:

- removal of disruptive child from a classroom
- restraint of pupil to prevent them harming themselves
- restraint of pupil to prevent them harming others
- prevention of pupil leaving, if leaving would risk their safety

This is not an exhaustive list.

If a child/young person has SEND, there may be an additional negative impact if using positive handling so staff will be made aware of how a child may react and the increased risk of harm to both the child and staff. In these cases a plan, drawn up in conjunction with the child/young person and their parent/carer, which includes preventative strategies, de-escalation strategies and specific guidance on positive handling will be available.

Children and young people who have identified challenging behaviour have a written risk assessment that contains a Behaviour Management Plan and/or a Positive Handling Plan, which identifies the most appropriate interventions to be used. This Plan includes Primary Prevention Strategies and Secondary Prevention Strategies which can be used before positive handling strategies are implemented.

Parental consent is not required for the use of reasonable force.

Incidents involving the use of positive handling will be clearly recorded and reported to the designated senior member of staff (headteacher). A follow up session (at a later date) to review the events that took place and learning that could inform future practice and planning will be held. In the event of a complaint being made about the use of force, our complaints policy can be used. If a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she acted reasonably. Our schools refer to the "Keeping Children Safe in Education" DfE Guidance where an allegation of using excessive force is made against a teacher or member of staff.

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Senior Leaders (head teacher or inclusion manager) and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

It may be deemed necessary to place a disruptive pupil in an area away from other pupils for a limited period. This would only be considered in exceptional circumstances if the pupil poses a danger to themselves or others and need to regulate themselves in a secluded environment. In these exceptional circumstances, for a short period of time, it may be considered that it is in the pupil's best interest, in order to keep them or others safe, that they should not be able to leave the room of their own free will and would be under appointed adult supervision for the duration of this time. The school will ensure their health and safety and any requirements in relation to safeguarding and pupil welfare. The staff member in charge will decide how long this period may be, and what the pupil may and may not do during this time and their time spent there is used as constructively as possible. Pupils will also be allowed to eat their snack or lunch during this time, and use the toilet.

The role of governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing boards must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school and are in line with recommendation by the Secretary of State. The governing body has also considered their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The governing board has been in consultation with the head teacher(s) over the positive behaviour policy and have considered which issues should be represented in the policy. Parents, pupils and staff have been consulted on behalf of the governing board with the final document being available on the schools' websites.

The governing board have considered the implications of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school and have given direction to the school in upholding these powers. Clear advice and guidance from the governing body, which feeds directly into the positive behaviour policy, will help members of staff better understand the extent of their powers and how to use them. It will also help ensure that staff can be confident of the governing body's support if they follow that guidance.

The governing board have asked for the following to be included:

- a. Screening and searching pupils (including identifying in the school rules references to parent or parents are to fathers as well as mothers, unless otherwise stated; which items are banned and which may be searched for)
- b. The power to use reasonable force or make other physical contact
- c. The power to discipline beyond the school gate
- d. Pastoral care for school staff accused of misconduct
- e. When a multi-agency assessment should be considered for pupils who display continuous

disruptive behaviour

Alcohol and drugs

At the Federation we do not allow alcohol on the premises. If school fairs take place, alcohol used as prizes will only be given to over 18s to take home.

All schools are smoke free sites and it is illegal to buy cigarettes (or for someone else to buy them) for anyone under the age of 18.

We have a clear medicines policy for any pupil requiring prescribed drugs /medication. Any illegal drugs found on a pupil will have them confiscated and our disciplinary procedures will be followed.

Supplementary policies

Attendance

Safeguarding and Child Protection

Special Educational Needs and Disabilities

Supporting Pupils with Medical Conditions