

St Oswald's C of E Primary School

Positive Behaviour Policy



Policy Approved: November 2025

Next reviewed: November 2026

The St Oswald's behaviour policy has been designed using the following approaches, pedagogies and principles and additional documents:

1. The Vision and Values of St Oswald's Primary School
2. The EEF Framework for improving behaviour in schools
3. Restorative Justice Principles (Restorative Justice Consortium)
4. The Thrive Approach (Appendix 3)
5. The St Oswald's Anti-Bullying Statement (Appendix 5)
6. The St Oswald's Care and Control Statement (Appendix 6)

Additional appendices

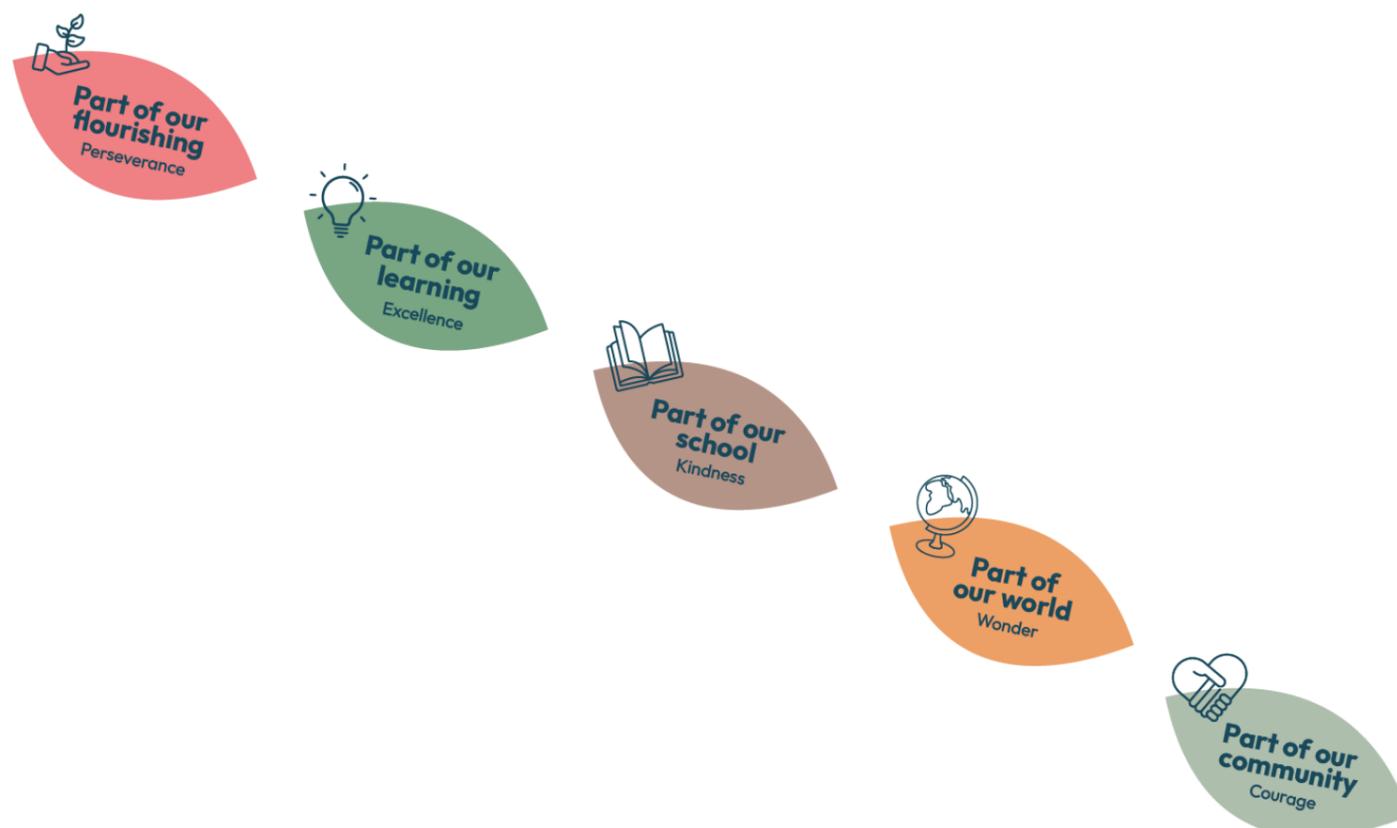
- Restorative Conversations Guidelines (Appendix 1)
- The St Oswald's Behaviours Progression Map (Appendix 2)
- Abridged Behaviour Stages Overview (Appendix 4)

Our vision for behaviour:

We come together to trust, serve one another and our community. We help each other flourish.

St Oswald's is a school where we want children to feel that they are safe and that they belong. We are inclusive of all our learners, their individual needs and the need for adaptive approaches to all elements of school life. Our community is diverse and we will come together best when this is recognised. We understand the importance of justice and responsibility; that we want our learners to go on to be valued members of society who understand that we make mistakes, and that we must try to repair those mistakes and restore our relationships and mutual trust. We value forgiveness and appreciation of age and circumstance when making decisions. We understand the value of simple rules that we can all agree on and come together over. We understand that behaviour is more than making good choices, and that we must all collectively be part of making those good choices in order to reach our behaviour goals. We instruct our young people in how our choices affect those around us, and how our behaviour change and grow with us to make us good citizens and role models to those around us. We place a strong value on reciprocally respectful relationships; both those with peers and those with adults.

We are 'one body, many parts' and used our vision to break our learning and school behaviours into a progressive system of learning to achieve those parts.





At St Oswald's we believe in a proactive approach to behaviour management, which hopefully reduces the time spent reacting to unacceptable behaviours.

We are part of this school and come together to:

- Take pride in our school
- Serve one another
- Be part of the community
- Flourish and allow others to flourish

We encourage these behaviours, in both learning time and outside the classroom through:

Relationships

Our staff make good relationships with the children and understand the importance of these. We are aware of our influence over the children in our care. We understand that every child is different, and every child's story is different and we show compassion, understanding and inclusivity in our approaches. We understand the important of equity over equality when we are learning about positive choices and how to learn. We value restorative conversations, allowing children to speak and respecting their need for space.

Teaching behaviours

We have a progression of behaviours which support the vision and values of this school to promote continued growth in terms of learning behaviours and kind, respectful behaviour around school and in the wider community. See appendix 2.

Strong classroom management

Strong classroom management is underpinned by clear, simple rules and an agreed approach to learning behaviours in the classroom. Our behaviour strategies towards unacceptable behaviour are clear and inclusive. We understand that outcomes for each child may differ but these are approached with equity to ensure that each child has what they need to succeed.

Consistency

We treat children with consistency and apply our rules with consistency wherever possible. We understand that outcomes for each child may differ but these are approached with equity to ensure that each child has what they need to succeed. Positive behaviour acknowledgements can be given to children by all staff, and in a consistent manner. This includes house point tokens and dojo points.

Acceptable behaviour

Acceptable behaviour is that which benefits the child and does not cause harm, offence or inconvenience to those around them and considers the safety of others. Acceptable behaviour takes into account a person's individual needs and what behaviour traits may be beyond their personal control.

Unacceptable behaviour

Unacceptable behaviour is that which harms, offends or inconveniences others, or compromises their safety. This includes the children and the adults.

- Unacceptable behaviour includes, but is not exhaustively:
- Physical harm (deliberate and targeted) or potential physical harm (possession of a weapon).
- Verbal abuse (targeted) including targeted swearing
- Sexual abuse or inappropriate sexual behaviours (beyond that considered 'normal' by an AIMS risk assessment)
- Racism, sexism, homophobia or other abuse directed at minority groups.
- Repeatedly disrupting learning through deliberate and controlled actions.
- Compromising the safety of others through deliberate and controlled actions.
- Bullying (the deliberate, targeted and repeated physical or verbal abuse of another child).

School Rules

We are all **'Part of this School'** and we allow those around us to enjoy school life, participate fully and achieve their best by being:

Ready to learn; demonstrating behaviours which show we can learn and also consider the environment in which others learn best.

Respectful of those around us; their needs and their goals.

Safe wherever we are in school; never compromising the safety of others.

Written Policy for non-compliance with the above:

Stage 1

- Reminder from adults regarding the school rules, making clear which one the child is currently not meeting.
- Discussion about how the child could be helped to achieve compliance with the rules.
- Consideration for any part of the rules the child is unable to meet for reasons beyond their personal control.

Stage 2

- A child may be moved away from a group or their peers to allow others to remain on task.
- A child may be given time to speak to an adult about their behaviour choices and discuss the school rules.
- Incident logged for senior leadership attention.

Stage 3

- A restorative conversation is held with a child during a short period of their break or lunchtime. (Appendix 1)
- The child is then given time with those they have harmed to carry out the restorative process through apology, making a mutually beneficial plan to move forwards and learning from our mistakes together.
- The conversation is logged for the senior leadership team to view.

Where unacceptable behaviour choices happen on an irregular basis, Stages 1-3 will be used on more than one occasion. Repeated or regular unacceptable behaviour will result in escalation to Stages 4-6.

Stage 4

- If choices persist which poorly impact others and the child either chooses not to take part in restorative justice or this system has seen no improvement in choices then the child may spend time away from their peers. The senior leadership team will discuss behaviour choices with the child. Time away from peers constitutes:
 - 4a. Time away from peers for five minutes of a break.
 - 4b. Taking an entire break somewhere else.
 - 4c. Completing some of our learning in another classroom.

As part of an inclusive approach to education, considering the needs of every pupil, some of stage 4a-4c may be repeated at the discretion of the school, taking into account individual circumstances. Likewise, particular behaviour choices may escalate to Stage 5 without going through all of the Stage 4 strategies.

Stage 5

- **Unacceptable behaviour which continues in spite of restorative approaches and Stage 4 sanctions instigates the following procedures:**
- 5a. A behaviour plan to safely manage a child's behaviour will be created (a BIPRA). This will be developed together with families as a supportive approach to managing unsafe or physically aggressive behaviours. Families are required to participate in the creation of a BIPRA with school and to agree to it.
- 5b. School will take measures to acquire additional support from external agencies for individualized behaviour support.
- 5b. Suspensions from school will be issued. These will initially be short term and then increase in length if behaviours continue. School notifies the local authority / Trust of all suspensions. Suspensions and exclusions follow the processes as outlined in the Leeds Exclusions Handbook.
- 5c. As a very last resort, the school may consider a permanent exclusion if this was deemed the most appropriate measure to safeguard the rest of the school and support the child with a fresh start.

Stage 5 measures are constantly reviewed and monitored. There may be times where a child is able to return to the Stage 4 strategies, or indeed Stages 1-3.

Specific Behavioural Approaches

1. Bullying

When it is deemed that bullying is occurring, this behaviour will be dealt with swiftly and following the principles outlined in this policy. Additional measures will be taken in school to safeguard the victim including involving staff, families and children. These measures are outlined in Appendix 5.

2. Harmful Sexual Behaviour

When behaviours are deemed to be harmful in sexual way, these behaviours will be addressed in accordance with the Harmful Sexual Behaviours and Child on Child abuse policy. An AIMS risk assessment (Assess, Intervene, Move on) is in place for all children who have demonstrated sexually harmful or potentially sexually harmful behaviour.

3. Restrictive Physical interventions

If a child's behaviour poses physical danger to themselves or others than the school may use positive handling approaches. The use of this is detailed in the Care and Control Policy (Appendix 6). Restrictive Physical Intervention (RPI) is only used when other approaches are not improving the safety of a situation and can be used within any stage.

4. Carrying Weapons or Dangerous Items

Should staff suspect that a child is in possession, whether knowingly or unknowingly, with intent or otherwise, an item which may cause harm to others then they may carry out a search. Any child deemed to have deliberately brought an item into school with intent to cause harm will go straight to stage 5 and be suspended. The police may be contacted.

Searching without consent

The law states that knives or weapons, alcohol, illegal drugs and stolen items (referred to in Section 550ZA of the Education Act 1996 as 'prohibited items').

Establishing Grounds for a Search

Teachers can only undertake a search without consent of the child or SLT if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item, or they believe there is significant risk associated with the item(s). The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

School staff can view CCTV footage (if available) in order to investigate an incident or to make a decision as to whether to conduct a search for an item and act in accordance with the Data Protection Act 1998.

Appendix 1

Restorative Conversations

We use restorative conversations as part of our behaviour strategy to support children in solving problems through a dialogue which results in all parties feeling that justice has been served with their involvement.

The Process

1. The primary aim is to repair the harm. This results in a positive outcome for all parties, where individuals understand the harm they have caused and have been given the chance to put it right. They are not condemned, punished or excluded. Positive choices made previously will be referenced.
2. If there is no acceptance of any involvement by the person who caused the harm, or the basic facts surrounding an incident cannot be agreed on, it would be inappropriate to use restorative methods. However, if responsibility and involvement are acknowledged at a later stage, the opportunity to explore restorative methods should be available. Processes that coerce those who have caused harm to assume responsibility unwillingly are not restorative and are likely to have negative outcomes for all participants.
3. Participation to be voluntary for all participants and based on informed choice. Not choosing to participate will be respected. If anyone is deemed to be at risk or in danger through participating, then no conversation will be held.
4. For the person who has caused the harm, choosing not to participate will result in an alternative approach to justice; progressing through the stages of the policy.
5. A preparatory conversation will be held between the person who caused the harm and their teacher to ensure they are ready to hold the conversation and understand. *See appendix—restorative conversation preparation sheet
6. Acknowledgement of the harm or loss experienced by the person harmed, respect for the feelings of participants, and an opportunity for the resulting needs to be considered and where possible met.
7. The person who has been harmed, offended or suffered loss is to be the primary beneficiary of any reparation agreed. Only the person(s) who has caused the harm and the one(s) who has been harmed need to take part in the discussion. A facilitator leads us, but does not actively take part.
8. Where reparation is successful, this be acknowledged and valued.
9. All our children can participate in restorative conversations. The conversations are inclusive and adaptations will be made by the facilitator to include all pupils regardless of need or the actions which have occurred.
10. Restorative agreements will be agreed to by all parties and be appropriate to the incident. This will be monitored by the facilitator.

Appendix 2

Behaviours Progression Grid—Early Years and Key Stage 1

Ready

Respectful

Safe

Understanding restoration

Metacognitive approaches

| | PHSE link | Nursery | Reception | Year 1 | Year 2 |
|---|-----------|---|--|---|---|
|  | | We say please and thank you. We can walk around school in pairs. | We say please, thank you and sorry. We can line up to move around school quietly. | We talk about how to do things differently next time if we hurt someone. | We walk around school, keeping to the left. We tell an adult when something is unsafe. |
|  | | We sit quietly on the carpet and listen to the speaker. | We are ready to listen on the carpet and understand why we sometimes need to be quiet. | We listen and show we are listening by answering questions. We tell an adult if we don't know what to do. | We ask questions when we are listening and can explain to an adult or our friends what we are learning about today. |
|  | | We make choices with our learning that suit our interests. | We make choices in our learning which help us try new ideas. | We try again if we make a mistake and ask for help when we are stuck. | We try our best in our learning and try hard to show our best presentation. |
|  | | We say thank you to people from the community who come to visit us. | We walk sensibly when we go to church and show everyone how great our school is. | We sit quietly and respectfully when we are at church. | We ask others to pick up their rubbish and tidy away their toys. |
|  | | We throw rubbish in the bin. | We throw our food in the food bin at lunch time. | We throw different types of rubbish in different bins. | We try not to waste our school resources. |

Behaviours Progression Grid -Key Stage 2

Ready

Respectful

Safe

Understanding restoration

Metacognitive approaches

| | PHSE link | Year 3 | Year 4 | Year 5 | Year 6 |
|--|-----------|--|---|---|---|
|  | | We understand how to treat others equally and be inclusive. We alert an adult if someone is unkind. | We understand how to treat people as we would like to be treated ourselves. | We have strategies for how to solve our own friendship problems. | We understand the impact that unkind words or actions have on others. |
|  | | We can tell someone what are learning today and talk about how we are going to be successful with our work. | We can talk about what we are learning today and how it is part of what we are learning this half term. We know what success looks like in our piece of work and can talk about whether we achieved it. | We can talk about our learning successes and areas we find challenging. We know some learning behaviours that we excel at and some that we find difficult. | We understand where our learning fits in as part of our learning journey. We can talk about our next steps and how we are going to achieve our goals. |
|  | | We show we are listening by reacting to the speaker. | We demonstrate active listening. | We demonstrate active listening and ask appropriate questions. | We demonstrate active learning, ask relevant questions and respond to our peers. |
|  | | We can edit pieces of writing to show how we can correct our work. We ask for help to make improvements if we need to. | We can edit and improve our work using tools to help us such as dictionaries, thesauruses and knowledge organisers. We understand what 'improve' means and ways to achieve it. | We understand how to choose the right challenge of work of us and that this may change. We show pride in our work through presentation, accuracy and editing. | We make choices about the level of challenge which means we are setting high expectation. We present pieces of work which show care, pride and attention to detail. |
| | | We walk to swimming safely and respectfully. | We treat public spaces like the swimming pool with respect and talk politely to our instructors. | We look after the local park by litter picking and develop literature about the importance of keeping the area tidy. | We champion causes in our community and raise money to support them. |
|  | | We understand what goes in the different bins in school. | We understand the impact of waste in our school. | We sort our classroom recycling efficiently. | We help school recycle by collecting recyclables and organizing them. |

Appendix 3

The Thrive Approach

St Oswald's uses the Thrive approach to pinpoint challenges children face which may be negatively impacting their wellbeing, and in turn their behaviour. Children identified will be supported to understand how to show positive behaviours in these areas using Thrive Interventions. We are committed to helping children to make positive behaviour choices rather than only sanction it.

Identified behaviour challenges, in line with the Thrive approach are:

Challenges in BEING

BEING the inner world of the child:

A child with a BEING disruption will often feel that something is the matter with them, that they are not OK, believing they are bad, unlovable. This child feels that everything is their fault. Mostly they haven't had positive experience of caretakers and therefore they do not perceive adults as a resource for meeting their emotional and physical needs. Alternatively they might have suffered a recent traumatic loss or threat to their emotional survival that has highlighted their feelings of vulnerability. They feel neither special nor important. The child's belief about others (adults and other children) is that they cannot be trusted and may harm them.

A consequence of this is that the child believes that they have to manage on their own, only trusting themselves, resulting in their becoming inappropriately independent and often controlling. The child lives without joy, in a world of emotional turmoil. The child's emotional response can be to withdraw into themselves, disassociating, blanking, and closing off from the world. Inside they are feeling sad and scared. These feelings can be overwhelming and the child may want to disappear, become invisible. The child may be too frightened to signal that they have needs or have given up on the hope that there will be someone there to respond to their needs. Another child may express their emotions through more challenging behaviour: explosive rage, violence, anger. Some children will express their feeling in both ways, at times being withdrawn and at other times explosive. All children with a BEING interruption live with some degree of fear and anxiety and in the extreme this is experienced as terror. Whatever the feeling state, the child is unable to healthily comfort themselves or seek comfort from adults.

Challenges with POWER AND IDENTITY

The inner world of the child:

A child with a disrupted POWER AND IDENTITY will lack confidence in themselves. The child's response to this core anxiety may be to externalise their feelings through bullying or trying to control others or alternatively they may be unable to protect themselves from bullying or being controlled. They may also sneer or laugh at other children to feel better about themselves. To boost their confidence they may exaggerate stories about their life, experiences, etc. If they get immersed in feelings of negativity about themselves they may become overwhelmed and depressed and lose all sense of personal power. The child often confuses fantasy and reality, unlike other children who can make this differentiation. Sometimes the fantasy is the child's attempt to comfort themselves for example, as an escape from painful feelings, loneliness, boredom and for stimulation. Sometimes the child feels sad, alone and separate from their peers at a time when most children are enjoying and developing strong friendships, 'best friends'. Occasionally the child experiences separation anxiety that can lead to school phobic behaviour.

Challenges with THINKING

THINKING the inner world of the child:

A child with a THINKING disruption often feels confused, oppositional and angry. The child has not yet understood the relationship between some of their actions and the outcomes that follow (cause and effect). They don't understand that they may have contributed to difficulties or disputes and therefore blame others for the problems they experience. This child feels misunderstood, blamed and from this position can't explain what is troubling them and then is unable to negotiate a solution. The child feels very angry when their ideas (immature and without 'cause and effect' understanding) are thwarted. The child's anger is often explosive and born out of frustration about not being able to have his/her own way. Alternatively the child's anger is their feeling response to disappointment when an anticipated or imagined situation does not happen in the way they hoped. The child can feel confused and sad that they are not understood and believe themselves to be stupid. They believe they need to go along with other people's ideas because what they think and feel is not important. They may become stuck in this belief feeling hopeless and alienated. Alternatively a child can over commit to her/his ideas, want to be controlling and won't co-operate or go along with other's ideas.

Body language:

The child may use the whole of their body to hold a defiant, obstructive stance and in this way they make their oppositional position very clear. There is a sense that the child is immovable at this time. Sometimes opposition can be shown in a more hysterical response when the child is flooded with emotion, often crying and screaming and thrashing around in a heap on the floor. The way forward to help the child is to contain their emotional turbulence whilst clearly staying fully in control. If the adult is tempted into the battle, they are likely to escalate the problem and the situation may become unsafe. The child needs opportunities to have their evolving independent thinking/views listened to, enjoyed and acknowledged.

Body language:

The child may act tough and use their body to intimidate others, being purposely disrespectful of other's personal space. Sometimes they appear indifferent and often hide their deep sense of inadequacy ...with a shrug...'see if I care' attitude as they turn away from peers and adults. This is a time when the children may test body limits and pain thresholds of themselves and others. This can be particularly dangerous as these children do not always have a good understanding of healthy, safe limits and may not know when to stop.

The way forward to help these children is to recognise their struggles. Many of their earlier needs have not been fully met and they still need help to value who they are. They need clear information about themselves, reassurance that it is still OK for them to have needs and get help to understand the reality of any situation.

Challenges with DOING

The inner world of the child:

A child with a DOING interruption feels helpless and insecure and struggles to make sense of the world around them. They may be timid, lacking curiosity and confidence, and are fearful of exploring, experimenting, trying new things, getting messy/dirty. Some children want to 'join in' yet fear they will get things **w r o n g , m a k e m i s t a k e s a n d / o r b e r i d i c u l e d .** The child without these necessary experiences of practise and rehearsal does not develop an appropriate sense of their abilities.....either believing they can do everything, 'Superman', or nothing. They believe that they 'should' be able to do things without appreciating that everyone has to learn first before they can master new skills. Their sense of inadequacy leads them to believe nothing they do will ever be right. This may be expressed as frustration/anger with self or others.

At times the child can be flooded with intense feelings, panic, that result in a 'flight, freeze or fight' response. The child does not expect others (adults or other children) to be alongside them, providing encouragement, support, and information as they discover the world. Some expect adults to be constantly present and lack confidence in doing anything on their own. What the child hasn't had available to them is a caretaker who is a dependable resource, supporting them when they have felt unsure, anxious or scared - someone who is attentive, observant and who provides protection and interpretation, as the child begins to move out into their wider world.

The child's acquisition of new skills has often been unnoticed, and not celebrated. The child with a DOING interruption finds it difficult to settle to tasks and may distract, fearing their lack of skills being exposed. They seldom alert others to their need for help.

Body Language:

The child is hesitant and nervous of becoming involved with others whatever they might be doing. They are observers rather than participants. Often they are agitated and fidgety. They can have poor body awareness in relation to their environment, for example bumping into and falling over things. They move around with little connection with others. The way forward to help the child gain confidence in their abilities is to acknowledge what they can do. The child needs a present adult who provides commentary on the environment and can model for the child how to do things. The child needs a place where they can safely explore and experiment.

Challenges with SKILLS AND STRUCTURE

The inner world of the child:

A child with a SKILLS AND STRUCTURE interruption doesn't see her/himself as capable. They anxiously observe other children acquiring skills and feel themselves to be so inferior that they won't even engage in the tasks.

This feeds their belief about themselves that they are a failure and what they do is 'rubbish'. They don't think they fit in or alternatively they over adapt to others' expectations - either way their sense of personal ability is undermined.

Unlike other children who enjoy contributing to, negotiating and challenging rules, they remain confused and disengaged, as they are insecure in themselves and limited in their experience of the world beyond themselves. Some make these limitations into ways of defining themselves or belonging.

Others can become agitated and may hassle or get into fights with the rule makers. The child's poor sense of self inhibits their ability to understand or develop their own set of values or appreciate others. The child is unlikely to value or be willing to try new skills, needing to stay with what has worked for them so far rather than finding out what they really like and care about.



Body language:

Often the children will whine in a passive unproductive way: this way of being can irritate others. Sometimes the children are nervy, clumsy and lack physical robustness. Others are hyperactive and uncoordinated.

The way forward to help these children is to acknowledge their fears and help them to properly assess their abilities in a comprehensive way. They need to be gently introduced to new ideas and activities so they can be helped to choose what is right for them.

Some will need safe spaces in which to try out new ways of being and learn new skills without being exposed in front of their peers or familiar people.



Staff at St Oswald's identify children who are demonstrating characteristics of facing challenge in any of these areas and refer them to the inclusion team for additional support. The school aims to support children in being able to demonstrate an ability to carry out key tasks which show that they are

Being—ready

Key task: to have a positive experience of dependency and move on. This child or young person will be self-assured, confident and appropriately trusting of others. They will be receptive of the world and have a capacity for joy. They will ask for help and will demonstrate the full range of feelings. This child or young person will have established the foundations for making good relationships.

Doing—ready

Key task: to get support while being creative and active; to explore doing things. This child or young person will confidently approach a wide range of activities. They will enjoy investigation and exploring and will use these experiences to learn about environment. They explore their potential through curiosity, creativity and taking initiative. They are active and can be easily stimulated to take an interest. This child or young person learns through and from doing and being actively involved and processing their own experiences.

Thinking—metacognition

Key task: to understand cause and effect and problem solving; to know about feelings and express them appropriately. This child or young person can think for themselves. They can think about their feelings and are beginning to express and handle their feelings appropriately. They can make the link between cause and effect and can understand boundaries/rules. The child or young person is able to take responsibility for their actions and ask for help when needed. This child has been supported by a close adult to make sense of their experience and the world about them.

Power and identity—restorative approaches

Key task: developing a positive sense of self and understanding self and others. This child or young person is developing a positive sense of themselves and establishing an individual identity. They are discovering different roles and relationships with others. They understand the consequences of their behaviour and are familiar with social expectations. This child or young person is acquiring information about the world, their bodies and their gender identity/role.

Being skilful (or skills and structure) - metacognition

Key task: to learn about their own and others' way of doing things; to develop new skills. This child or young person takes pleasure in thinking about different ways of doing things and acquiring new skills. They take pleasure in difference and are curious about new and different experiences. They enjoy having appropriate responsibilities and understand the need for rules and regulations. Exploration and thought are being given to the values that underpin rules. They identify strongly with peers of the same gender as themselves.



Positive Behaviour Strategy

This policy is for all members of our school community but recognizes that our aim is an equitable policy and adjustments are made accordingly to benefit the individual needs of our learners.

The rules of this school are:

- **Be ready**
- **Be respectful**
- **Be safe**

Behaviours which are non-compliant with these rules are addressed in the following ways:

Stage 1

- Reminder from adults
- Discussion about positive ways forward

Stage 2

- A child may be moved away from a group or their peers to allow others to remain on task.
- A child may be given time to speak to an adult about their behaviour choices and discuss the school rules.

Stage 3

- Restorative conversations. Senior leadership notification.

Stage 4

- Time away from peers. Senior leadership involvement.

Stage 5

- Behaviour support plan in conjunction with family. Continued non-compliance will result in suspensions (temporary or permanent)

Some steps may be repeated and some behaviours may expediate escalation through the stages.

- 5c. As a very last resort, the school may consider a permanent exclusion if this was deemed the most appropriate measure to safeguard the rest of the school and support the child with a fresh start.

Stage 5 measures are constantly reviewed and monitored. There may be times where a child is able to return to the Stage 4 strategies, or indeed Stages 1-3.

Appendix 5

Anti-Bullying at St. Oswald's Church of England Primary School

Definition of Bullying

Bullying is a continuous pattern of behaviour by one person or a group of persons towards another person which is designed to hurt, injure, embarrass, upset or discomfort that person. It is premeditated and persistent. There is an imbalance of power making it hard for those who are being bullied to defend themselves.

Forms of bullying

- Physical – punching, pushing, kicking, hurting; demanding money or property; damaging property; forcing a person to do things against their will
- Verbal – malicious teasing; insults about race, religion or culture; offensive name calling or comments
- Indirect – spreading rumours or stories about a person; being left out, ignored or excluded from groups
- Cyber bullying – via text; via social media sites; via email; via images/videos posted on the internet or spread by mobile phone

Types of bullying

Although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children.

These include bullying related to:

- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity
- special educational needs and disabilities
- appearance or health conditions
- home circumstances including financial bullying

Bullying is a complex type of behaviour occurring between individuals and groups.

Recognising Signs and Symptoms

Some children are more vulnerable to bullying than others and our staff are sensitive to the changes of behaviour that may indicate that a child is being bullied.

Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what is wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non-attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide.

Where children are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies can become involved

School Action/Procedures

All incidents, which are reported to school staff, will always be dealt with and recorded. The head teacher will keep a record of all incidents. Each incident must be handled individually once the problem and the children have been identified. The school uses the 'No Blame Approach' and each adult is committed to recognising and putting an end to acts of bullying or harassment.

- All staff to be informed
- All action to be recorded
- Full investigation including monitoring to be carried out
- Reported to the parents of the children involved if necessary
- Name of the child committing the bullying will not be disclosed except under exceptional circumstances
- A behaviour modification programme will be implemented in extreme cases
- Persistent occurrence will necessitate the involvement of outside agencies

Recognising Why Children Might Bully Others

Children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur.

Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs.

Our Aims

Our aim is to involve the whole school community in developing and promoting whole school anti-bullying ethos and culture. We work hard to create and ensure a friendly and secure environment in our school; a climate where children can tell others how they feel.

Children are taught to know that they have the right to respect, to safety and to their own space and that if they feel threatened or 'unsafe' they must tell someone.

We strive to:

make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour

- encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
- respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary
- apply reasonable and proportionate disciplinary sanctions to children causing the bullying
- support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour
- safeguard and offer support and comfort to children who have been bullied and provide longer term support where necessary to reduce the likelihood of negative effects on their behaviour and self-esteem
- address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying
- ensure all staff are trained and supported to enable them to model positive relationships
- regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors
- provide a curriculum framework for Personal Social and Health Education which supports children to understand bullying.

School Action/Procedures

All incidents, which are reported to school staff, will always be dealt with and recorded. The head teacher will keep a record of all incidents. Each incident must be handled individually once the problem and the children have been identified. The school uses the 'No Blame Approach' and each adult is committed to recognising and putting an end to acts of bullying or harassment.

- All staff to be informed
- All action to be recorded
- Full investigation including monitoring to be carried out
- Reported to the parents of the children involved if necessary
- Name of the child committing the bullying will not be disclosed except under exceptional circumstances
- A behaviour modification programme will be implemented in extreme cases
- Persistent occurrence will necessitate the involvement of outside agencies

Responding to Incidents of Bullying

The procedure and stages in responding effectively to bullying at our school are:

Monitoring and recording behaviour and relationship issues

The school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Behaviour Policy. It supports the detection of bullying and allows for intervention at an early stage.

Making sure the person being bullied is safe and feels safe

When a child reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

Establishing and recording what happened by listening to the targeted child

After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately by completing a CPOMS entry.

When an incident of bullying is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and where opinions are offered these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies.

Deciding upon a response

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. Parents will be consulted.

A Restorative Approach

Where appropriate and in most cases of bullying the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviour by enabling them to:

Accept responsibility for the harm caused to the individual being bullied

Accept responsibility for the harm caused to others (for example staff, friends or family) · Recognise the need to take action to begin to repair the harm caused

Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

We believe that all bullying is unacceptable but that many children who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term.

Sanctions

In certain cases of bullying, the use of sanctions will be considered e.g. in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying.

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Strategy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the children's SEND and the extent to which they understand and are in control of what they are doing.

Like the school's restorative approach, sanctions for bullying are intended to hold children to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the children to put right the harm they have caused. Where appropriate the school may use sanctions in conjunction with the school's restorative approach. The school will draw upon the school's Behaviour Strategy to follow the system for sanctions.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider suspending the perpetrator from the school.

Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

Responding to incidents of cyberbullying

The school will follow the above procedures alongside the school's E-Safety policy which provides guidance on responding to different forms of cyberbullying and the safe and responsible use of technology.

Responding to incidents of bullying which occur off the school premises.

Bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school and in the wider community. We believe that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school, on the school bus, the school will follow the guidance in the Behaviour Strategy.

We encourage children to seek help and to tell us about incidents of bullying that happen outside the school so that we can:

- Raise awareness among the whole school community of possible risks within the community e.g. gangs/county lines
- Make contact with local police officers and representatives from the Youth Service, Locality Teams and other organisations (including sports clubs and voluntary organisations)
- Offer children and parents/carers strategies to manage bullying off the school premises e.g. guidance on how to keep safe on the internet and when using technology.

Working with Parents /Carers

Where we have become aware of a bullying situation, parents/carers of the child/young person who is being bullied will be informed. Parents/carers will be contacted via a phone call/ email and may be invited to the school to discuss their child's situation. We will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. Likewise, parents of children who have been identified as the perpetrators of bullying will be kept informed regarding attempts to bring about restorative justice and acknowledgement of the wrong-doing. Should these fail, parents will be involved in agreeing actions and responses required to end the bullying, which may include suspension or exclusion where this does not occur.

The outcome of the meeting and agreed actions/responses will be recorded by the school on CPOMS.

Following Up / Supporting and Monitoring

After following the school's procedures for responding to an incident of bullying we will consider employing further longer term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that children feel safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying.

Our strategies include:

- Providing opportunities for class Circle Time where children can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for children to take turns, if they choose to talk about an issue of concern. The whole group is encouraged to listen carefully and discuss ways to help the individual in a problem-solving way
- Accessing support from external agencies and professionals
- Providing additional SEMH support for children through the Thrive Approach

Prevention

Our whole school community works together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside responsive strategies for dealing with incidents of bullying, we promote a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level.

Our approaches include:

- Implementing an effective school leadership that promotes an open and honest anti-bullying ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Policy
- Implementing a whole school approach to the teaching of PSHE.
- Implementing a whole school approach to supporting children's social, emotional and mental health needs through The Thrive Approach
- Ensuring that the school's anti-bullying statement and values are actively promoted in assemblies and other formal occasions
- Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors
- Providing a school council and regular Circle Time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing.
- Providing confidential communication systems such as Worry Boxes and access to Thrive Practitioners
- Working with children to identify key individuals with whom they can confide
- Providing social skills groups for vulnerable individuals and groups as appropriate
- Providing a transition programme to support children moving across year groups and key stages
- Providing information on support agencies such as ChildLine including telephone numbers for help lines and addresses for supportive websites

Delivering the Curriculum for Positive Relationships and AntiBullying

Our curriculum plays a valuable role in preventative work on bullying. The [PSHE curriculum](#), The [ReflectED](#) Approach to teaching metacognition in the classroom, [Forest School](#) and [The Thrive Approach](#) all support the development of children's self-esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for children to learn and develop the skills to identify manage and challenge incidents of bullying as well as providing opportunities for children to learn about bullying in relation to the wider context of diversity and inclusion.

Children's Consultation and Participation

We consider listening to the voices of children and actively seeking their views and opinions regarding bullying as an important part of our preventative work. Ways in which we audit how bullying is being addressed include, listening to children and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. Children are actively encouraged to participate in identifying both the problems and solutions to bullying.

Children actively participate in:

- Class and school councils, house groups
- Focus groups and face to face discussions
- Active learning and interactive learning techniques included in PSHE such as mind mapping sessions, role play, puppets, group work and creative arts
- Surveys including questionnaires designed and carried out by children

Involving Outside Agencies

The school seeks the support and guidance from relevant local and national agencies and organisations that work collectively to ensure that those who work with and support children are equipped with the skills and knowledge to address bullying effectively.

Monitoring and Evaluating the Anti-Bullying Policy

The school's Anti-Bullying Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The Policy review involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathering the views and different perceptions of the whole school community including staff, governors, children and parents/carers.

CARE & CONTROL STATEMENT

Policy Rationale

At St Oswald's, we understand that children flourish best when they feel safe and are surrounded by people they trust to keep them safe. There are times where children may need the support of adults to do this in a way which requires restrictive physical intervention strategies (RPIs). These strategies are only used when all other approaches are unable to keep our children safe, and is done in line with this policy. This policy is to the benefit of all our children in our school community as it allows all children and staff to feel safe at all times. This statement outlines how we support children presenting with challenging behaviour in a way which keeps both them and others safe.

Introduction

The purpose of the policy is to clarify the situation for all teaching and support staff working with children and young people, to inform them what is acceptable in relation to the use of physical intervention to manage challenging behaviour, and to prevent any misunderstanding of their intentions. It is also intended to inform children, their parent(s), carer(s), families and other relevant stakeholders of the legal position in relation to physical intervention, and systems and procedures that we follow at St Oswald's.

“It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary: holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school; when comforting a distressed pupil; when a pupil is being congratulated or praised; to demonstrate how to use a musical instrument; to demonstrate exercises or techniques during PE lessons or sports coaching; to give first aid.”

Page 8, Use of Reasonable Force – Advice for head teachers, staff and governing bodies – July 2013.

At St Oswald's we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with challenging behaviour have an individual Behavioural Risk Assessment (BIPRA). In relation to inappropriate behaviour, staff at the school will use their skills to defuse conflict situations. We will distract, cajole, persuade and negotiate with young people as well as reminding them of rules, privileges, rewards and sanctions.

There may be circumstances however, where verbal de-escalation alone is not enough to deal with the risks that present themselves, and physical steps need to be taken.

This policy has been draw up taking cognisance of DFE guidance: The Use of Reasonable Force (July 2013), Section 93 of The Education and Inspections Act 2006, DFES guidance LEA/264/2003: Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (Sept 2003) and the joint DFES/DOH guidance: Guidance for Restrictive Physical Interventions (July 2002).

Whistle Blowing

Whilst the training in Team-Teach provided to all staff, encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their Duty of Care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns should be raised with the Headteacher or another Senior Manager or with the Chair of Governors in order to allow concerns to be addressed and practice improved.

Every effort will be made to ensure that all staff at St Oswald's clearly understand this policy and their responsibilities in the context of their Duty of Care in taking appropriate measures where physical intervention is necessary and are provided with appropriate training to deal with incidents safely and effectively.

Underpinning values -

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.
- The school will ensure that pupils are given support to understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Strategies for dealing with challenging behaviour which poses a risk to safety:

Primary Prevention:

This is achieved by:

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- Exploring pupils' preferences relating to the way/s in which they are managed.

Secondary Prevention:

This involves the recognition of the early stages of a behavioural sequence that is likely to develop into **violence or aggression** and employing 'defusion' techniques to avert any further escalation. At this stage, an Individual Behaviour Risk Assessment (BIPRA) will be set up to clarify the appropriate application of gradually increasing or decreasing levels of force in response to the particular child/young person's behaviour.

Where there is clear documented evidence that particular sequences of behaviour escalate rapidly into violence, the use of a restrictive physical intervention (RPI) at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- The risks associated with **NOT** using an RPI are greater than the risks of using a RPI, and

Other appropriate methods, which do not involve RPI, have been tried without success.

The school curriculum and ethos promote independence, choice and inclusion and pupils are given maximum opportunity for personal growth and emotional wellbeing. All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise.

As endorsed in the school's Behaviour Policy, staff consistently use positive strategies to encourage acceptable behaviour and good order. Every effort will be made to resolve violent or aggressive conflicts positively and without harm to pupils or staff, property, buildings or the environment. Some or all of the following approaches should be taken according to the circumstances of the incident:

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern).
- Further verbal reprimand stating:
 - ⇒ that this is the second request for compliance;
 - ⇒ an explanation of why observed behaviour is unacceptable;
 - ⇒ an explanation of what will happen if the unacceptable behaviour continues.
- Warning of intention to intervene physically and that this will cease when the pupil complies, if possible summon assistance from other staff. **This warning is only issued when children are showing violent or aggressive behaviours towards themselves or others.**
- Physical intervention. Reasonable force being used in line with legislation and guidance. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force.

The Legal Implications

Duty of Care:

All staff working within the school have a 'Duty of Care' to the children and young people and as such, may face a situation where physical intervention is the only option left available to them, in order to ensure safety. Staff who have a Duty of Care have lawful justification for taking reasonable physical steps to prevent injury to any person, or damage to property. Taking no action which results in a person being injured, could leave a member of staff open to an allegation that they were in neglect of their Duty of Care.

The Children's Act:

Staff will always follow the principles enshrined in the above act whereby the safety and wellbeing of the children is paramount. Staff will act in accordance with the 'best interests principle', acting honestly and in good faith to protect what they perceive to be the best interests of the child/children.

Section 93:

Section 93 of the Education and Inspections Act 2006 'The Power of Members of Staff to Use Force' states:

A member of the staff of a school may **use such force as is reasonable** in the circumstances to prevent a pupil from doing, or continuing to do any of the following;

- committing an offence,
- injuring themselves or others, or causing damage to property,
- compromising the good order or discipline of the school.

This policy allows for the physical restraint of pupils in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the minimum force absolutely necessary for the minimum amount of time. It does not endorse seclusion and the school will not use any restraint techniques could be considered seclusive.

Examples of situations where the guidance could apply:

- when a pupil attacks a member of staff;
- when a pupil attacks another pupil;
- when a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism;
- when a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects (for example, in the lab or on the sports field).
- when a pupil at risk absconds from class or tries to leave the school;
- when a pupil persistently refuses to obey an order to leave a classroom;
- when a pupil is seriously disrupting a lesson.

It is the policy of the school that **only in exceptional circumstances may physical restraint be used by an adult** working within the school, and that our policy in this regard be made known to staff, governors, parents and pupils and that clear contingencies are known to all.

The Application of Force:

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties; and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

When circumstances justify, staff **AS A LAST RESORT**, may:-

- physically interpose between pupils,
- block a pupil's path,
- hold a pupil in a controlled manner,
- use escorting techniques in a controlled manner,
- in extreme circumstances, use more restrictive holds.

Staff's response to an incident should seek to employ a gradually increasing or decreasing level of force in response to the child/young person's behaviour as set out in the child's BIPRA.

If possible, the use of restraint needs a second adult present to assist with and/or witness the incident. Staff must be aware of DFE recommendations as set out in the guidance document, and not hold pupils in such a way that they may be injured or prevented from breathing.

During any incident involving the use of force, staff are expected to continue to use all available verbal and non-verbal support and de-escalation strategies to defuse difficult situations.

Reasonable Force:

There is no legal definition of 'reasonable force'. It will always depend upon the circumstances of each individual case.

THE USE OF ANY DEGREE OF FORCE IS UNLAWFUL IF THE PARTICULAR CIRCUMSTANCES DO NOT WARRANT THE USE OF PHYSICAL FORCE.

The degree of force employed must be in proportion to the circumstances of the incident and must be the minimum needed to achieve the desired result. Whether the degree of force used is reasonable will also be determined by the child's age; gender; stature; medical history; level of physical, emotional and intellectual development; special needs; and social context.

Definitions of Positive Behaviour Support:

Positive Behaviour Support describes a broad spectrum of risk reduction strategies. Positive Behaviour Support is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Individual Behavioural Risk Assessments (BIPRAs) are a plan for the positive management of pupils' challenging behaviour. They are based on a risk assessment and identify positive prevention strategies and how a pupil may need to be supported in a crisis.

- Physical intervention - the use of any physical handling technique that encourages the child or young person's compliance. (e.g. prompting, shepherding) but does not in any way restrict their ability to move.
- Restrictive physical intervention (RPI), Restraint - the positive application of force in order to overcome rigorous resistance, completely directing and controlling a person's free movement (i.e. the child or young person is no longer compliant).

A **planned intervention** is one that is described/outlined in the pupil's BIPRA. This should cover most interventions, as possible scenarios will be identified and planned for when the BIPRA is drawn up. These interventions may include the use of Team -Teach physical intervention techniques.

An **emergency physical intervention** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their Duty of Care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Following any such incident, a BIPRA will be devised (or the existing plan updated) to support effective responses to any such situations which may arise in the future.

Individual Behavioural Risk Assessment Plans (BIPRAs):

Where behavioural records and/or risk assessment identifies a need for a planned approach, BIPRAs are written for individual children and where possible, these will be designed through multi-agency collaboration in conjunction with the child and their parent/carer. With parental consent, these plans may be shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

Where a BIPRA is required, a meeting will take place between the school, the child, their parent/carer and any other stakeholder/service where appropriate, to set out a written plan that will identify the key drivers and trigger points for a child's behaviour and a gradual and graded system of staff response which may include the application of gradually increasing or decreasing levels of force in response to the child/young person's behaviour. The purpose of a BIPRA is to provide all staff with the necessary information to deal with behaviour effectively and consistently, avoiding the need for any physical intervention. The plans do need to cover this however, in the event that all else has failed.

Any techniques used will take account of a young person's;

- age;
- gender;
- level of physical, emotional and intellectual development;
- special needs;
- social context.

Personal Safety:

There may be times when a member of staff may need to defend themselves from a physical assault or 'break away' from a child who has taken hold of them. It is acknowledged that with some disengagement techniques pupils may encounter some minimal discomfort when appropriate

Child-instigated isolation, time out and withdrawal:

Time out: This involves restricting a child's access to positive reinforcements as part of the BIPRA, in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily literally mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding (it could be as simple as turning away from a child who is attention seeking, or positioning a child away from the class/group). This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

Withdrawal: which involves removing the child from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. This "quiet time" could be time in the playground, a quiet room, or sitting in an office supervised by a member of the leadership team.

Child-instigated isolation: Where a child indicates to an adult that they wish to be alone, they may spend time in child-instigated isolation. They may not be locked in a room, unsupervised or feel that they cannot leave the room. For the safety of others, a space will be sought for the child that is as empty as possible and the supervising adult will sit to the side and give the child space until they have regulated into a safe pattern of behaviour. The location for child-instigated isolation can also be outside.

Restrictive Physical Interventions and Risk Assessment

Both challenging behaviour and RPIs will involve a risk – to both staff and pupils. A risk assessment aims to balance these risks. The aim of the individual pupil's BIPRA and of this policy is to reduce the risks associated with pupils' challenging behaviour as far as is reasonably practicable – the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

Pupils whose challenging behaviour may pose a risk to staff or pupils will be the subject of an Behavioural Individual Pupil Risk Assessment (BIPRA) drawn up as a result of this. These will be shared with all staff and be accessible on Teams.

All staff authorised to use physical intervention with pupils receive training in Team-Teach techniques and receive information about the risk to pupils of positional asphyxia. There are very clear protocols delivered during training to minimise the possibility of this and to ensure that appropriate safeguards are implemented.

Due to the extremely challenging nature of the behaviour of a very few pupils in the school, these pupils may have Team-Teach Ground Recovery Holds written into their BIPRAs. These are Advanced techniques and carry elevated levels of risk. As a result, these are only considered as a possibility if a comprehensive risk assessment indicates that there is a foreseeable risk of serious injury due to a pupil's behaviour if their behaviour cannot be controlled in any other way. There are very clear and strict safeguards for these circumstances and a multi-disciplinary meeting would be called prior to a ground hold being advised for a pupil. These techniques would not be part of a planned response without consultation with parents/carers. Without parental support for the planned intervention, an alternative provision may need to be found. Staff who may need to use these advanced techniques will receive additional advanced training.

Responsibility of Staff

The Education and Inspections Act authorises all staff at the school to use reasonable force to control or restrain pupils. The Head Teacher will ensure that all staff are aware of, and understand, what the authorisation entails. At St Oswald's only TEAM Teach trained staff may carry out an RPI.

Where a pupil is recognised as likely to behave in ways which may require physical control, staff should initiate the production of BIPRAs. This plan will be drawn up in conjunction with the SEND co-ordinator and shared with all pertinent staff at the school. The plan will also be made available and discussed with the child, their parent(s), carer(s), families and other relevant stakeholders.

Pupils' BIPRAs are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are followed and implemented by all members of staff. Any force used must be appropriate in the sense that a "reasonable adult" should think it suitably addresses the tariff level of challenging behaviour. It should always be the last resort and in no circumstances be used in anger and/or to inflict pain.

Adults must avoid putting themselves into physical danger. If self-defence is necessary then the minimum force must be used. Under the Health and Safety at Work Act 1974, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety. Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' BIPRAs have a duty to report these to the Headteacher immediately, as there may be an impact on their own safety and that of colleagues and/or pupils.

Jewelry and clothing -

The use of reasonable force carries risk. As stated in DFE guidance: The Use of Reasonable Force (July 2013), *'...in extreme cases it may not always be possible to avoid injuring the pupil.'* (Page 4). In order to minimise the risk of a child or member of staff being bruised or scratched by a piece of jewellery in the event of a crisis needing physical intervention, staff working directly with children who have a BIPRA in place that involves the potential for physical intervention, will remove watches and other jewellery on their wrists (except for medical bracelets) and will remove thumb rings. Engagement and wedding rings will not be required to be removed as these are unlikely to cause injury.

Training Issues -

Training on managing behaviour at some level will be available for **all** staff at St Oswald's. For most staff this is enhanced by Team-Teach training in the use of positive handling and it is the responsibility of the Headteacher to ensure this training is kept up to date. No member of staff will be expected to use Team-Teach techniques without appropriate training. Arrangements for training will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

St Oswald's is committed to using Team-Teach. Team-Teach Ltd is a training provider that is accredited through the Institute of Conflict Management (ICM).

Action and support after an incident

De-brief (Learning from an incident):

It is essential to 'debrief' as soon as possible after the incident (child/young person and staff member(s) involved), however all persons involved will require a short period of time to allow heightened emotions to dissipate before engaging in this process.

Training has been given to all staff on debrief procedures and systems. At St Oswald's we will endeavour to follow this procedure.

- ISOLATE – we will ensure the person is somewhere quiet and calm;
- EXPLORE – we will allow the person to tell us what has happened first;
- SHARE – we will then give our (or other's) perspective of a situation;
- CONNECT – through careful questioning, we will connect the behaviour to the drivers, ie, we will seek to discover not just *what* happened, but *why* it happened;
- ALTERNATIVES – we will explore alternative ways that a situation could have been dealt with;
- PLAN – we will ensure that plans are put in place (or reviewed if a BIPRA already exists) to help us deal with any future incidents;

ENTER (RE) – we will consider the emotional wellbeing of the person and how best to re-engage them back to their normal working environment.

The Head Teacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- ✦ Review of Individual Behaviour Plan (BIPRA).
- ✦ Child Protection Procedure (this may involve investigations by Police and/or Social Services);
- ✦ Staff or Pupil Disciplinary Procedure;
- ✦ School Behaviour Policy;

Exclusions Procedure in the case of violence or assault against a member of staff.

The member of staff will be kept informed of any action taken. In the case of any action concerning a member of staff, he/she will be advised seek advice from his/her professional association/union.

Recording and Reporting of Incidents

If a restrictive physical intervention is used on a pupil the Headteacher must be notified at once. The name of the pupil will then be recorded in the appropriate school document, along with the time, circumstances, witnesses, details of any injury sustained and the pupil's responses. The parent(s)/carer(s) of the child will be notified as soon as possible via a telephone call or face to face and be given the opportunity to discuss the incident. Information will be given to the parent(s)/carer(s) about the Parent Partnership Service, who can give impartial support and advice.

Appropriate documentation will be completed as soon as possible after the incident (within 24 hours), normally prior to staff going off duty and be signed by all staff involved and the Headteacher.

All incidents involving a pupil being taken to the ground and held in Team Teach (TT) Front Ground Recovery, TT Back Ground Recovery or TT Shield Ground Recovery, involving a pupil being held prone or supine on the ground must be reported to the Principal Adviser for Care and Control, Health Safety and Well-being Team, Leeds City Council. The intended use of these techniques for any child will be written into their BIPRA and would not be used for those without this. This would occur following discussion with Leeds Health and Safety in Schools team, together with acknowledgment from parents / carers that these techniques may be used.

Monitoring incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force. Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

Staff from the Local Authority working within the school -

Support Services will have their own policies for care and control of pupils. When working within school it is the Head Teacher's responsibility to ensure that colleagues from any support service are aware of school policy and practice.

Involvement of children, parent(s)/carer(s), families and other relevant stakeholders -

As stated throughout this policy, children, their parent(s)/carer(s), families and other relevant stakeholders will be involved at every stage when planning and implementing care and control protocols at St Oswald's.

They will be invited to take part in;

- the BIPRA process,
- reviewing progress and the effectiveness of any plans put in place, any reviews or changes that need to be made to BIPRAs.

Parent(s)/carer(s), families and other relevant stakeholders will be notified as soon as possible, where there has been need to use an RPI.

Complaints:

In the event of a complaint or allegation that a member of staff has used unreasonable force* - or where a child has been injured during a physical intervention - the Head teacher should in all circumstances undertake a consultation with the Local Authority Designated Officer (LADO) in line with the school's safeguarding procedures. In Leeds, this will usually be via the school's HR adviser.

For other types of complaint relating to an incident, the normal procedures of the school will be used and these will be made clear to all parent(s)/carer(s).

If a parent/carer wishes to speak to an adviser from the Local Authority about the use of force by a member of staff, the telephone number for the School's Health, Safety and Wellbeing Team is Leeds 0113 3788298.

If parents have any general queries, Leeds Special Educational Needs and Disability Information Advice Support Service (SENDIASS) offer confidential impartial advice and information around children's Special Educational Needs please contact them on Helpline 0113 378 5020.

* *unreasonable force* - see 'Use of reasonable force' (DfE 2013).

Restrictive Intervention Recording Form

Incident Details

| | |
|---|---|
| Name of child | |
| SEN status <i>Including whether the pupil involved has an identified special education need or disability and their SEN status code</i> | |
| Class / year group | |
| Date of incident | |
| Time of incident | |
| Location of incident | |
| Name(s) of staff who performed the physical intervention | |
| Name(s) of staff who were present during the incident <i>This includes witnesses, staff who provided verbal reassurance</i> | |
| Why was the intervention assessed as necessary? | To prevent or stop the continuation of: <input type="checkbox"/> A criminal offence <input type="checkbox"/> Injury to themselves <input type="checkbox"/> Injury to others <input type="checkbox"/> Damage to property <input type="checkbox"/> Serious disruption to good order and discipline |

Details of the incident

This section should include a chronological narrative of the incident, including build-up / antecedents, identified or potential triggers, key de-escalation strategies used, names of physical interventions used, the degree of force used, any injuries sustained (if applicable), and post-incident / recovery details.

| |
|--|
| |
|--|

De-escalation Strategies

If a strategy was effective but is not in the pupil's PBSP, this should be added to the PBSP.

| Strategy used <i>e.g. choices, distraction, reas-</i> | Is this in the child's PBSP? <i>Yes, No</i> | Was this strategy effective? <i>Yes, Somewhat, Not at all</i> |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

| | |
|---|--|
| Were any RPIs used which are not listed above? If yes, please describe the technique used. | |
| Why was this technique used instead of one of | |

Restrictive Physical Intervention (RPI)

A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.

Other Uses of Force or Restrictive Interventions

This may include guides, escorts, personal safety techniques, and any other use of force which does not meet the definition of an RPI, but was used during a significant incident.

| Name of technique <i>Please delete any techniques for which you/your staff have not been trained</i> | Was this technique used? <i>Tick if yes</i> | Duration of this technique <i>If used multiple times, record individual duration.</i> |
|---|--|--|
| Arm disengagement | <input type="checkbox"/> | |
| Bite response | <input type="checkbox"/> | |
| Body disengagement | <input type="checkbox"/> | |
| Clothing disengagement | <input type="checkbox"/> | |
| Hair response | <input type="checkbox"/> | |
| Neck response | <input type="checkbox"/> | |
| Shepherd | <input type="checkbox"/> | |
| Caring C guide | <input type="checkbox"/> | |
| Help hug (non-restrictive) | <input type="checkbox"/> | |
| Friendly escort (non-restrictive) | <input type="checkbox"/> | |
| Item used as weapon response | <input type="checkbox"/> | |

| | |
|--|--|
| Were any other uses of force or restrictive interventions used which are not listed above? <i>If yes, please describe the intervention. This may include the use of wheelchair brakes against the student's wishes, or the removal of a walking aid.</i> | |
| Why was this technique used instead of one of the techniques listed above? | |
| Duration of this technique <i>If used multiple times, record individual duration</i> | |

Ground Holds

Ground Holds are only to be used by Team Teach Advanced Accredited staff. **Please delete if not used in your setting.**

| Name of technique | Was this technique used? <i>Tick if yes</i> | Duration of this technique <i>If used multiple times, record individual duration.</i> |
|-----------------------|--|--|
| Front ground recovery | <input type="checkbox"/> | |
| Back ground recovery | <input type="checkbox"/> | |
| Total duration | | |

Seclusion

School staff seclude a pupil if they detain a pupil in a place apart from any other person, except the member or members of staff.

Injuries

If necessary, the pupil and staff member involved should receive a medical assessment and treatment for any injuries as soon as possible.

| | |
|---|--|
| Name of staff member who checked child for | |
| Did the child sustain any injuries? <i>If yes, please give details.</i> | |
| Did the child require any further treatment e.g. First Aid, hospital treatment, etc.? <i>If yes, please give details.</i> | |
| Did the child suffer any other adverse impacts? <i>Any emotional, behavioural, educational, or social effects experienced by the pupil following the incident</i> | |
| Did any staff sustain an injury during the incident? <i>If yes, please give details, including any further treatment required.</i> | |

A CF50/CF50a should **only** be completed if the injury sustained is notifiable or reportable (as per PG103.) Minor injuries, such as those requiring no more than on-site support (first aid, wellbeing breaks etc.) do **not** require a CF50/CF50a to be completed.

Reporting to Parent/Carer

| | |
|--|---|
| Has a report been made to parent / carer? <i>Please refer to DfE Guidance for reporting requirements</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No (please explain why): |
| Method of contact <i>e.g. telephone, email, in person, etc.</i> | |
| Date of contact | |

Pupil Voice

| | |
|---|--|
| Please detail views of the student following the incident <i>For pre-verbal students, this may include observations</i> | |
| How was Pupil Voice collected? <i>eg. Written statement, restorative conversation, observations.</i> | |
| Date collected | |

Sign Off

| Name(s) of staff completing the form | Date completed |
|---|-----------------------|
| | |

Please add any internal procedures here, such as referral