Sandown Primary School and Nursery Behaviour Management Policy
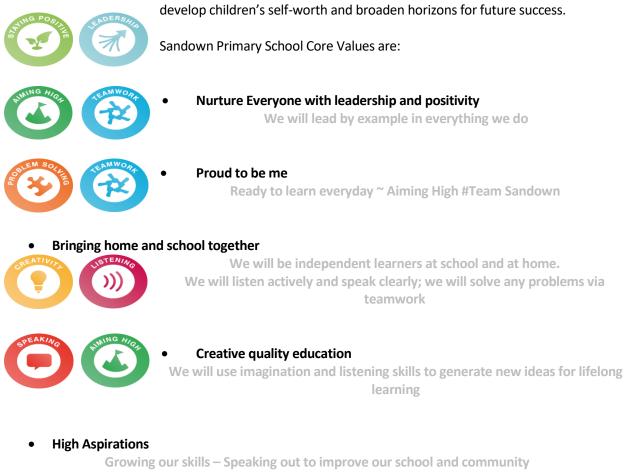

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Introduction

The ethos of Sandown Primary School is founded on a clear vision of the values which matter within the school and the surrounding community. We believe that good schools are calm and orderly places in which adults and children feel safe. Rules keep everyone safe. Sandown Primary School embraces being a "telling school" This culture develops intrinsic personal responsibility and ensures all behaviours are dealt with in an educational and restorative way.

Sandown Primary School has embedded 8 essential skills to help children build resilience for success within their education setting and beyond the classroom walls. Essential skills, develop children's ability to creatively solve problems, to self-manage, to communicate effectively and work well with others. These skills in turn develop children's self-worth and broaden horizons for future success.

Sandown Primary School Core Values are:

- **Nurture Everyone with leadership and positivity**

  We will lead by example in everything we do

- **Proud to be me**

  Ready to learn everyday ~ Aiming High #Team Sandown

- **Bringing home and school together**

  We will be independent learners at school and at home.
  We will listen actively and speak clearly; we will solve any problems via teamwork

- **Creative quality education**

  We will use imagination and listening skills to generate new ideas for lifelong learning

- **High Aspirations**

  Growing our skills – Speaking out to improve our school and community

The essential skills are about thriving in all aspects of life. Sandown Primary School are invested in each and every child for their best future, although learning the essential skills is not simple and takes time and sustained effort that why we develop these skills in our children from Nursery age.

Listening - receiving, retaining and processing of information or ideas

Speaking - orally transmitting of information or ideas

Problem Solving – ably finding a solution to a situation or challenge

Creativity - using imagination and generating new ideas

Staying Positive – ably using tactics and strategies to overcome setbacks and achieve goals

Aiming High - the ability to set clear, tangible goals and devise a robust route to achieving them

Leadership - supporting, encouraging and developing myself & others to achieve a shared goal

Teamwork - working cooperatively with others towards achieving a shared goal

1. The role of the Governing Body

The governing body are required to make and review a written statement of general principles in determining measures to promote good behaviour and discipline amongst pupils which:

- provides an overview for the Headteacher in drawing up the school's Behaviour Management Policy so that it reflects the shared value expectations and aspirations of Governors, staff, parents/carers and pupils as enshrined in the school's vision statement.
- helps all school staff to be aware of, and understand, their responsibilities, powers and accountability in respect of managing pupil behaviour and discipline.
- instils confidence in all staff that they will have the Governor's support when adhering to their Statement and this Behaviour Management Policy.

2. The role of the Senior Leadership Team

Schools can and do make a difference. They have the capacity to lead, support and encourage our community in developing good behaviour and in learning to play a responsible role both within school and in the wider community.

The quality of leadership provided by the Headteacher and the school's Senior Leadership Team is crucial to the school's success in promoting acceptable behaviour. It is the duty of senior staff, by example, actively to promote the conditions for pupil success in the school. This will involve determining measures, including the making of rules and the provision for enforcing them, which will ensure a proper regard for authority, respect for others, a high standard of acceptable behaviour and the general regulation of the conduct of all.

The Headteacher is responsible for developing the school rules and codes of conduct, which influence the overall Behaviour Management Policy, but must take into account any guidance given by the Governing Body. The Governors, for their part, have a general role to monitor how the Headteacher discharges his statutory, contractual and locally agreed responsibilities.

3. The role of Parents/Carers: Bringing home and school together

Parents and carers have a vital role in fostering good behaviour. Those with children of compulsory school age have a formal duty under law to ensure that their children receive an efficient education.

Sandown provides a welcoming environment for the parents and guardians of our pupils and we seek to involve them in all discussions about pupils' progress and behaviour. We will continue to examine ways of strengthening our home-school links in order to make this liaison even more beneficial to all concerned.

Parents and carers are expected to support their children's education by signing and adhering to the school's Home School Agreement, this can further be supported using Skills Builder "Homezone" https://www.skillsbuilder.org/parents-and-carers parent here can further enhance and build their child's essential skills supporting their social and emotional wellbeing, their learning and academic outcomes and furthering career and learning opportunities post primary school.

4.   The role of Teaching Staff: Quality Education

The most important task of the school is to educate young people. The more effectively the school carries out this task the better motivated will its pupils be. An effective curriculum appropriately differentiated to stimulate and engage the pupil is a key factor in maintaining an orderly learning environment. It is also very important that teachers should have high expectations of all their pupils, in terms of both achievement and behaviour.

Managing behaviour is most effective when teachers can be constructive and positive, and when they are specific about what behaviour is expected of a pupil and what is unacceptable. Pupils are likely to behave and learn better when they feel responsible for their learning and capable of success. Pupils should be encouraged under the guidance of the teacher to set and organise learning targets for themselves; reflect on their own progress and work co-operatively with their peers. Beyond that, effective teachers pay attention to the features of teaching and classroom management, which are conducive to maintaining good discipline and enhancing learning in the classroom.

Effective classroom managers:

- Control entry to the classroom. Where teachers are present to welcome pupils into the classroom in an orderly fashion, clear expectations of courtesy and self-discipline are reinforced.

- Have clearly understood procedures regarding pupil discussion, participation in lessons, movement in class, the way in which work is handed in, and what pupils should do when tasks are completed this encourages pride in all we do.

- Set clear learning intentions for each work activity, making sure all pupils understand them   before an activity begins. Have clear work requirements of pupils, monitor progress carefully and give clear instructions so that activities run smoothly.

- Handle inappropriate behaviour quickly and calmly so that the pace of a lesson is not lost and further disruption is minimised. They are proactive rather than reactive and quick to employ intervention skills before escalation occurs.

- Bring lessons to a clear conclusion. The best lessons allow time to consolidate learning, reminding pupils of what they have achieved and how this will link into the next lesson. Time is given for reflective feedback in order to move learning forward.

- Control exits from the classroom, using clear routines for a calm departure, whether to another lesson, the dining room or the playground.

At Sandown the Teaching Assistants have a key role to support the teacher and the school in effective classroom management. For the majority of the time their work is classroom based and under the direction of the teacher, but there are numerous periods on the educational and pastoral timetable when the more experienced TA is required to take charge of and even be responsible for a group or class.

The role of the nursery practitioners –

Behaviour Management

To ensure that the Nursery provides a safe, secure and caring environment for all.

Procedures:

- Children are encouraged to develop a sense of responsibility and respect towards themselves, others and the environment

- Children and their interests are valued

- Self-esteem is developed using positive praise, giving realistic challenges and genuine responsibilities

- Children's behaviour is supported in a positive way, e.g., 'keep the sand in the tray' NOT 'don't drop the sand on the floor'

- Clear and consistent expectations of behaviour are shared with the children

- Practitioners are realistic about a child's behaviour with regard to age and stage of development

Behaviour is a form of communication for young children; however, unacceptable behaviour puts children and adults at risk of harm and can cause pain and distress.

- To diffuse difficult situations practitioners will try to distract the child by offering another activity

- When dealing with unacceptable / challenging behaviour staff maintain a calm and consistent approach

- If a child needs time away from a situation, this will be supported by a practitioner who will speak with the child about their feelings and actions with regard to their age and stage of development

- Practitioners are entitled to have discussion time with the person responsible for behaviour management if a situation becomes challenging for them

- If challenging behaviour does occur, it is the behaviour that is unacceptable never the child

- Physical restraint will only be used as a last resort and in the interest of preventing them from harming themselves, others or from causing serious damage to property. Practitioners will use the minimum amount of force necessary to do this e.g., lifting a child away from a situation. If physical restraint is used, the practitioner involved and a witness will complete an incident form and notify the parents on collection

- Patterns of behaviour will be observed and any triggers will be considered – so that each child's individual needs are met

- We will listen to the child – to try to establish the reasoning behind the behaviour

- We will support older children in vocalising and problem-solving conflict

- We will find appropriate rewards and incentives for the individual child

- We will seek guidance from parents about any situations that may be triggering unacceptable behaviour

- We will work with parents on developing strategies to support the child, and use a setting-based support plan (SBSP) and/or risk assessment to ensure strategies are used consistently.

- We will discuss with parents if we think it is appropriate to make a referral to outside agencies for support and advice

- Providers must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being

5. The role of the Midday Supervisor

During break time and lunch time periods Midday Meal Supervisors will be responsible for pupil and student groups in a variety of areas and activities. These members of staff will be required to make decisions regarding pupil behaviour in accordance with this policy.

There will always be a member of the Senior Management Team available for support, but in the first instance Teaching Assistants and Midday Meal Supervisors will respond to and handle these incidents.

Midday supervisors will continually reinforce positive behaviours rewarding dojo's whilst outdoors, feedback will be explicit and replicable.

6. The role of Pupils

Pupils and students are already accustomed to playing their part in shaping the school's expectations for acceptable behaviour; school council is integral to this. Our school behaviour system is clearly displayed on the SMSC board on every classroom.

Many teachers/pupils re-affirm their expectations for acceptable behaviour by discussing and writing up their class rules. The allocation of classroom responsibilities to pupils allows them to demonstrate and model acceptable behaviour even from a very young age.

Pupil involvement in leading whole school role modelling activities is rewarded and publicly acknowledged through different initiatives. Essential skills are rewarded throughout the school day given explicit feedback for each reward allowing children to replicate the achievement.

7. Managing Behaviour

Sandown School believe that sanctions should be applied in ways that are:

a) Proportionate.
b) Positive not demeaning or intimidatory.
c) Behaviour focused.
d) Respectful of the dignity of the individual pupil.
e) Age appropriate.
f) Appropriated to the level of development of the individual pupil.

7.1. Rewards

Whilst it is important to make clear that unacceptable behaviour is not tolerated and will be dealt with, it is equally necessary, if not more important to reward good behaviour.

At Sandown our priority in encouraging acceptable and appropriate behaviour is positive reinforcement. We work on the positive assumption that it is possible to change behaviour given the right encouragement. It is important to recognise that positively reinforcing a desired behaviour will tend to increase the occurrence of that behaviour in the future.

The following examples are typical of the wide range of strategies, techniques and rewards used by staff at

Sandown to positively reinforce appropriate behaviour: -

- Smile when you are pleased with a pupil's effort

- Identifying the essential skill and providing explicit feedback – Staying positive, I can see you kept trying even though something went wrong

- A particularly good piece of written work can be rewarded with a Mention in the logbook

- Send pupil to Headteacher for praise and sticker

- Extra time on a favourite activity

- Written comment in Home/School Contact Book or Homework Diary

- Prominent displays of pupil work

- Achieving the pot of gold

- Oscar Winner

- PE Star of the Week

- Top Scorers

- Class dojos

- Multiple entries in logbook receiving certificates

- Golden Paintbrush

- Opportunity to represent the school

- Elevated to ambassador status

- The 80% Club

Recognition need not be confined to achievements in school. Community service may be rewarded, and general attitude and demeanour may be recognised.
Pupils should understand that appropriate behaviour has a positive consequence in or outside of school

7.2.   Sanctions

The majority of our pupils will understand that all behaviour has a consequence. Effective sanctions result in a decrease in the frequency of unacceptable behaviour.

When a sanction is necessary, the following general principles should be observed:

- It is the behaviour we dislike not the pupil.
- Teachers should avoid sanctioning whole groups for the activities of individuals.
- Individuals should not be made scapegoats for the activity of a class or group.
- Sanctions which are humiliating or degrading must not be used.
- Sanctions should be in proportion to the offence.
- Sanctions should be appropriate to the age and need of the individual.

Whatever sanction is employed, pupils should be left in no doubt as to why they are being sanctioned and how, through improvements in behaviour, they can avoid a recurrence.

At Sandown School we use the school behaviour system for rewards and sanctions.

Sanctions include:

- All behaviour is logged on Arbor
- A child's name being placed on the rain cloud as a warning.
- A referral to SLT member.
- Verbal warning and logged on Arbor.
- Playground workshop – an opportunity to learn about the behaviour and acceptable alternatives using the essential skills to highlight expected behaviour.
- Fixed term exclusion.
- Permanent exclusion.

All playground workshop and exclusions are logged on Arbor.

Teachers should adopt a range of strategies when responding to individual instances of misbehaviour. The precise response is likely to be influenced by a number of factors.

These will include:

- the school's Behaviour Management Policy.
- code of conduct.
- the nature (and relative seriousness) of the disturbance.
- the number of pupils involved and their previous behaviour history.

Teachers should be able to feel that their work in the class takes place within the framework of the school's overall Behaviour Management Policy. It may be helpful therefore if, as part of the school policy, they are able to discuss teaching strategies together.

At Sandown the current procedure for dealing with incidents of indiscipline, according to severity, is as follows:

- dealt with in class-by-class teacher and/or TA.
- dealt with in class / on playground by teacher and/or TA and lunchtimes Mid-day supervisors
- as above, plus written record of incident.
- class teacher informed.
- pupil sent to SLT.
- pupil referred to a Deputy Headteacher.
- pupil sent or taken or referred to the Headteacher.
- meeting arranged with parent and member of staff.
- Child/ children placed on to playground workshop losing their play times and learning re specific behaviour

A reprimand in front of other pupils may be an appropriate response in some circumstances but in others a discrete word with the pupil concerned may be more effective. Interventions need to be carefully judged by the teacher, doing no more than is needed to secure the desired change in the pupil's behaviour; over-reactions may provoke unnecessary escalation of an already difficult situation and seriously limit the teacher's subsequent room for manoeuvre. Responses taken should be determined in light of the individual case. Where other members of staff need to be informed, then incidents are recorded on Arbor behaviour log.

8.   Dealing with repetitive incidents of unacceptable behaviour

Dealing with the more repetitive incidents of unacceptable behaviour will involve one, some or all of the following:

- Noting behaviour that is showing cause for concern on Arbor behaviour log.
- Initial contact with the home.
- Keeping a more detailed/dated written record of one particular pupil's activities on Arbor log.
- Headteacher, Deputy Headteacher and Assistant Headteacher informed.
- Discussing data recorded and identifying the problem(s) and the priority area of concern and action.
- Organising some form of behaviour management, intervention or strategy.
- Adaptation of playground workshop to incorporate roll on, roll off.
- Reviewing progress.
- Dealing with external support agencies – Education Support, Behaviour & Attendance Service (ESBAS), Flexible Learning Educational Support Service (FLESS), Child and Adolescent Mental Health Services (CAMHS). It is important to ensure that all documentation or evidence pertinent to any pupil review meeting involving external agencies is gathered together and collated.

Dealing with incidents of unacceptable behaviour, particularly those involving the health and safety of pupils and staff may, on rare occasions, result in a fixed period or permanent exclusion from Sandown.

The school Governors strongly believe that exclusions, particularly those that are permanent must be used only as a very last resort. The school Governors expect the Headteacher to inform the police if there is any evidence of a criminal act associated with an incident involving unacceptable behaviour.

8.1 **Supporting Home Learning**

There is an expectation that children at Sandown complete home learning. the aims of the Home Learning policy are:

AIMS:

Through this policy, we aim to:

- Encourage children to develop the responsibility, confidence and independence needed to study independently.
- Encourage a positive mind-set of learning 'little and often'.
- Ensure that parents/carers are clear about what expectations
- Ensure consistency of approach throughout the school.
- Use home learning as a tool to help continue to raise standards of attainment and embed learning: *knowing more, remembering more, understanding more.*
- Improve the quality of the learning experience offered to pupils and extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- To develop research skills to support 'pre-learning' of curriculum content.
- To provide opportunities for children to use out of school resources (e.g. Books and Information Technology) found in the home or other places such as libraries.
- To prepare Year 6 pupils for their transfer to secondary school.

Children and parents should be supported to build on the aims above.

If after all the support in class children are still not completing this. The Headteacher will further support families by offering by Homework Club.

9. Positive Physical Interventions

Physical intervention, including the use of reasonable force or restraint, is not encouraged within the culture of positive approaches to behaviour management at Sandown Primary School.

However, it is accepted that there may be pupils whose behaviour management needs require some form of physical intervention on a frequent basis or that there may be particular incidents of pupil behaviour that also necessitate a physical intervention.

10.1. Principles:

For the purpose of this policy and its implementation the following underpinning principles apply:

- The use of physical interventions should, wherever possible, be avoided.
- There are occasions when a physical intervention is a reasonable and appropriate course of action.
- The level of compliance from a pupil determines whether or not an interaction is an intervention or a method of physical control.
- When a physical intervention is necessary, it must used in a way that maintains the safety and respects the dignity of all concerned.
- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause and logged.
- Physical intervention usage should be in keeping with current DfE and Local Authority guidance.

10.2. Key Definitions:

1 Physical Contact

   Situations in which proper physical contact occurs between staff and pupils, eg: in the care of pupils with learning disabilities; in games/PE; to comfort pupils; a guiding hand or touch to support and encourage a pupil to move in a desired direction.

2 Physical Guidance

   This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

3 Positive Physical Intervention

   This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important that the use of 'reasonable force' should be seen as a last resort.

11.Use of reasonable force

Sandown School does not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the

school will reduce the likelihood of complaints being made when force has been used properly.

11.1 <u>What is reasonable force?</u>

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

11.2 <u>Who can use reasonable force?</u>

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

11.3 <u>When can reasonable force be used?</u>

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force may be used to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Force cannot be used as a punishment. It is always unlawful to use force as a punishment.

Examples of situations that might call for a judgement regarding the use of a positive physical intervention are as follows: -

- a pupil attacks a member of staff, or another pupil

- pupils are fighting, causing risk of injury to themselves or others

- a pupil is committing, or on the verge of committing, deliberate damage to property resulting in personal injury

- 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

- a pupil tries to leave the school other than at an authorized time; the police will be informed and a decision to monitor from a distance will be made

- a pupil persistently refuses to follow an instruction to leave a classroom

- a pupil is behaving in a way that seriously disrupts a lesson; or

- a pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

12. Power to search pupils without consent

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Force cannot be used to search for items banned under the school rules

13. Reasonable Measures of Physical intervention

If physical intervention seems absolutely necessary, staff should follow the guidelines below in order to reduce their own vulnerability to complaint and to ensure the protection of themselves and pupils.

- Staff should have reasonable grounds for believing that a positive physical intervention is necessary.

- Physical intervention should only be used after other less intrusive methods have been attempted or considered such as telling the pupil to stop misbehaving.

- If possible, call for urgent assistance, at least to gain the presence of a credible adult witness.

- Physical interventions should be acts of care and control, not punishment. Only reasonable force should be used. The duration of such intervention should be the minimum necessary.

- Physical interventions should take account of a young person's:
  - age
  - gender
  - level of physical, emotional and intellectual development
  - special needs
  - social context

- The member of staff involved should advise the pupil calmly and repeatedly that he/she could stop the need for the physical intervention by applying self-control.

- The young pupil should be released from the physical intervention as soon as it is safely possible.

- Release must always be carried out in a planned, controlled way.

- Staff should avoid any actions that could be viewed as sexual. If a member of staff feels that a necessary physical intervention may be viewed by a pupil as involving sexual contact, the member of staff should describe what he/she intends to do and why, giving the young person an opportunity to avoid it. If the intervention remains necessary, while carrying it out, the staff member should repeat why it is necessary, stressing that it is within the pupil's power to remove the need for intervention.

- If a physical intervention is required for an extended period because the child cannot be released safely a senior member of staff must monitor the situation closely with a view to safeguarding the young person and the staff concerned.

- As far as possible actions should be calculated to reduce the need for physical intervention or, when physical intervention is used, to reduce the length of time for which it is necessary.

- Acceptable forms of physical intervention may include:
    - Any holding tactic in which a young child is restrained without injury until the young child calms down.
    - Physical contact with a young person designed to control the young person's movements which pose a danger (e.g., holding by the arms against the side of the body). Standing by the side of the young person is likely to minimise the risk to adult and young person.
    - The holding of a young person's arms or legs to prevent/restrict striking/kicking.
    - Physically holding a pupil to prevent them from exposing themselves to possible danger by leaving the premises.
    - The use of sufficient physical force – without causing injury - to remove a weapon/dangerous object from a young person's grasp (if foreseeable this requires specialised training).

- Where behaviour is recorded on Arbor that demonstrates a pupil may need physical intervention a Risk Assessment should be put in place. This way the potential hazards have been systematically considered. In such cases it is also important that broader primary and secondary preventive strategies are recorded before reactive strategies including positive handling are considered. Such a plan should detail specific strategies and techniques to be used, and, if appropriate, techniques not to be used. Such strategies or approaches should be discussed with parents/guardians and relevant professionals, made clear in writing, and reviewed regularly.

14. Unreasonable Measures of Physical Intervention

- The following are examples of actions that would be deemed as unreasonable or unsafe and must not be used: -
- Any hold that restricts a pupil's breathing, e.g., where a pupil's arms are held tightly across their chest or a seated restraint with the young person's chest pushed forward towards their knees;
- Exerting excessive pressure on any part of a pupil's body;
- Exerting excessive pressure against body joints, eg. forcing a pupil's arm up his/her back;
- Sitting on a pupil;
- Lifting a pupil off the floor in order to intimidate.

Schools do not require parental consent to use force on a student.

The following are prohibited as forms of control:

- Corporal punishment; corporal punishment may be defined as any act or threat of an act, such as hitting, kicking, slapping, punching, poking, prodding, biting, throwing an object, rough handling etc which causes or threatens harm;

- Restriction of liberty (e.g., locking a pupil up);
- Intimate physical searches;
- Restraint techniques deemed to be unacceptable as documented in DFE guidance.

15. Arbor & Reporting Incidents of Positive Handling

After an incident of positive handling, staff need a debrief to address any residual feeling and anxieties that may be present. This is also an opportunity to review any Risk Assessment and reflect on practice. Parents will be informed of the physical handling as soon as possible.

The use of positive handling should always be fully recorded and reported. As a school, we consider it good practice to ensure the following information is documented.

1) Name of person subject to physical intervention.
2) The staff involved and their specific role within the intervention.
3) The reason physical interventions were used, including reference to the specific risk behavior and a description of other non-physical interventions that may have been used.
4) The type of physical intervention used (including level of restriction and the positions in which the person was held).
5) The date, time and duration of the intervention.
6) Any injuries that arose as a direct consequence of the physical invention.

16. Staff Authorised to Use Physical Intervention

At Sandown Primary School all teachers, tutors and staff employed by the school who have control, charge, or are acting in a supervisory capacity of pupils as authorized by the Headteacher have the statutory power to use physical interventions as outlined in this policy. Such authorisation is not given to volunteers, students or parents/carers. Support Services and external agencies will have their own policies for care and control of pupils. When working within school the Headteacher has overall responsibility for ensuring that such colleagues are aware of the school's Behaviour Management Policy.

17. Staff Training & Development

It is the responsibility of the school's Continuing Professional Development (CPD) Co-Ordinator to arrange for staff to receive suitable training in positive behaviour management and support. No member of staff will be expected to undertake the use of positive physical intervention without appropriate awareness raising and/or training related to the school's Behaviour Management Policy. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Particular students who, for instance because of particular emotional or behavioural difficulties or ASD related difficulties, may require positive physical interventions related to a Behaviour Management Plan. The strategies to be used should be clearly specified and made known to relevant staff. Such staff may require specialized training in positive handling.

18. Staff Pastoral Support

The Headteacher will draw on advice in the school's policy for 'Dealing with Allegations of Abuse against Teachers and other Staff', when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation. Disciplinary action may be taken against pupils who are found to have made malicious accusations against staff.

19. Key References

- Use of Reasonable Force: Advice for Headteachers, staff and governing bodies – DFE July 2014.
- Behaviour and Discipline in Schools: Guidance for governing bodies – DFE 2012.
- Governing Body Statement of Behaviour Principles - Sandown Primary School Governing Body June 2016.
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children & Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorder – DfE July 2002.
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioral Difficulties – DfE September 2003.
- Risk Assessment Proforma for assessing and managing foreseeable risks for children who present challenging behaviours.
  https://czone.eastsussex.gov.uk/schoolmanagement/healthsafety/riskassessment/pages/main.aspx
- Statutory Framework for the Early Years Foundation Stage.

20. Additional information/documentation

Other related policies and guidelines include:

- Staff Handbook - guidelines on behaviour management.
- Child Protection and Safeguarding Policy.
- Intimate Care Policy.
- Anti-Bullying Policy.
- Staff Code of Conduct.
- School guidance for code of conduct for visitors.
- School guidance on wearing jewelry.
- School guidance on Uniform.
- Skills Builder Partnership 2020-25 Skillsbuilder.org
- Education & Inspections Act 2006, Section 89,
- The Equality Act 2010 (SEND pupils),