

HOLY TRINITY C of E SCHOOL, East Finchley



High Standards Together

'At Holy Trinity School we promise to provide opportunities for every child to be the best that they can be.

We aim to create a happy and secure Christian environment in which children can grow in confidence and independence.

We strive for excellence in teaching and learning to achieve high standards together.'

BEHAVIOUR POLICY including ANTI-BULLYING POLICY and SAFER HANDLING/PHYSICAL RESTRAINT POLICY

| | |
|---|---|
| Sub Committee to review | CPC |
| Target Audience | All staff, parents, Governors |
| Curriculum / non curricular | Non curricular |
| Associated Policies / Documents | Safeguarding, Whistleblowing, E-safety, Equality Policy, Acceptable Use, Complaints, SEN Policy, Attendance |
| New Policy or Review of existing policy. | Review |
| Date of Submission | February 2020 |
| Date for Review | February 2021 |
| Reviewed | Annually |
| Date ratified by Governors | February 2020 |

Contents:

Behaviour Policy

| | |
|--|---------|
| | |
| Aims and Responsibilities | Page 3 |
| Golden Rules | Page 4 |
| Reward System | Page 5 |
| Sanctions | Page 6 |
| Red Letters/Time out | Page 7 |
| Exclusion | Page 8 |
| Appendix 1 - Rewards | Page 10 |
| Appendix 2 – House Points | Page 11 |
| Appendix 3 – Traffic Lights | Page 12 |
| Appendix 4 – Solving Problems Together | Page 13 |
| Appendix 5 – Behaviour Record | Page 14 |

Anti-Bullying Policy

| | |
|------------------------------------|---------|
| | |
| Statement of Intent and Objectives | Page 15 |
| Signs and symptoms | Page 16 |
| Prevention | Page 17 |

Safer Handling/Physical Restraint Policy

| | |
|---|---------|
| | |
| Types of Incidents | Page 18 |
| Definition of Reasonable Force | Page 19 |
| Application of force | Page 20 |
| Recording of incidents and complaints | Page 21 |
| Physical Contact With Children In Other Circumstances | Page 22 |
| Appendix 1 – Physical restraint log | Page 23 |
| Appendix 2 – Sever Behaviour Record | Page 25 |

At Holy Trinity School we believe that behaviour is the shared responsibility of all staff. By embodying the following principles, we hope that our policy creates a caring environment for each child:

- Children should be encouraged and praised rather than reprimanded
- Praise should be genuine and criticism constructive
- Children should accept adult authority but the development of individuality should always be encouraged
- We should all be sensitive to the individual needs of the child
- We should listen to each other and work together

We aim to promote positive behaviour in our children by creating an environment in which it can flourish. School, parents and children themselves have a responsibility to play an active role in ensuring that the school maintains an atmosphere in which learning can take place.

We believe that behaviours are a form of communication and as a school we will encourage positive behaviours that result in a quality outcome. Children who are engaged in activities appropriate for their ability and needs are not likely to cause behavioural problems.

As part of our commitment to safeguarding and child protection, we fully support the government's *Prevent Strategy*. For more information on this please refer to our Prevent Duty policy.

At Holy Trinity our daily life is underpinned by our Vision;
'Love one another. As I have loved you, so you must love one another'

Our core values are, Koinonia, Compassion and Forgiveness. We focus on these values for a term and reflect on how they can help us to make the right behaviour choices.

This policy has been revised in conjunction with the DFE document "Behaviour and discipline in schools - Advice for headteachers and school staff - February 2014"

The responsibility of Governors

1. To have a behaviour policy which is consistent with the aspirations and objectives set out above.
2. To ensure that the Behaviour Policy is reviewed annually and is published on the school website.
3. To monitor implementation of the Behaviour Policy
4. To have a statement of behaviour principles which includes:
 - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
 - pastoral care for staff accused of misconduct.
 - the power to use reasonable force and other physical contact;
 - the power to discipline beyond the school gate;

The responsibility of STAFF

1. To respect each individual child.
2. To offer children a balanced curriculum and to ensure that the work offered is related to each child's level of learning and potential.

3. To ensure that lessons are interesting and stimulating.
4. To ensure that the classroom and the school as a whole are attractive places in which to work.
5. To ensure that parents are involved in the child's educational progress through the school.

The Responsibility of PARENTS

1. To abide by the Home School Agreement which is signed when a child is admitted to the school.
2. To explain to children that school is a place for learning and that they must work as hard as possible to gain as much as they can from the opportunity presented by the school.
3. To explain to children that they must value and respect all other children and all those who work in the school.
4. To explain to children that they should do nothing to interfere with the learning of other children.
5. To ensure that the child attends every day and is punctual. Parents need to recognise that time spent away from school can hinder the learning process.
6. To ensure that the child is in the best possible frame of mind for learning e.g. by making sure that the child has had enough sleep to be rested.

The Responsibility of CHILDREN

1. To be polite, kind and considerate to all adults and children in our school.
2. To work hard and do their best
3. To complete or all assigned work to the best of their ability
4. To do nothing to prevent others from working
5. To accept responsibility for their actions and to respect reprimands gracefully
6. To accept and follow the school understandings

The responsibilities of staff, children and parents.

- To respect and value every individual
- To be polite, kind and considerate.
- To work hard and do your best
- To accept responsibility for their actions and to respect reprimands gracefully
- To accept and follow the school understandings and values
- To have mutual concern and care for the community and the individual.
- To encourage children and each other to be the best they can be.
- To ensure that everyone has the right to learn and not to interfere with the learning of others.
- To ensure that children understand that school is the place for learning and that they must work as hard as possible to gain as much as they can from the opportunity presented by the school.
- To ensure that all children are in the best possible frame of mind for learning.
- To complete all assigned work to the best of your ability.

Golden Rules

Whilst we passionately believe in looking for the best in our children, there will be times when they need to be reminded of the high standards of behaviour that we expect. These standards are made clear through our Golden Rules.

- ☐ ***We are gentle – we don't hurt others***
- ☐ ***We are kind and helpful – we don't hurt anybody's feelings***

- ☐ ***We listen – we don't interrupt***
- ☐ ***We are honest – we don't cover up the truth***
- ☐ ***We work hard – we don't waste our own or others' time***
- ☐ ***We look after property - we don't waste or damage things***

These Golden Rules are underpinned by four rights

1. Teachers have the right to teach.
2. Children have the right to learn.
3. Everyone has the right to be safe.
4. Everyone has the right to be treated with fairness.

As part of any behaviour review with the children, we use our Vision to support the understanding that to forgive is to love.

School expectations

- Children should only bring money to school when requested e.g. dinner money, outing payments etc which should be given to the teacher as soon as possible. Teachers will not accept responsibility for money brought to school for other purposes.
- No valuable items of jewellery (studs only for pierced ears) or personal possessions should be brought, by a child, to school. Teachers will not accept responsibility for any personal possessions brought to school by a child.
- Sweets are not allowed in school as this is part of our Healthy Schools status.
- Children may come inside the school buildings without the supervision of a teacher or midday supervisor if undertaking tasks directed by a staff member e.g. Carrying out duties as a monitor. During indoor playtimes, children should remain in their own classrooms and occupy themselves with suitable quiet activities.

Our Reward System (see appendix 1)

At Holy Trinity School we seek to 'catch children in' and we believe it is important to reward children for the good things they do. Below we have set out our system for rewarding our children.

Class-based rewards

- Stickers, raffle tickets, table points etc will be awarded on an individual class basis.
- Using our traffic light system, 'green' behaviour will be rewarded at the end of the week with 30 minutes Golden Time .
- Children who have been on red will not have the opportunity to participate.
- One postcard is sent home each week by each member of staff to the child who has really impressed them that week. This will be accompanied by an 'Ask me what I did' badge.
- Really good pieces of work should be rewarded with a Silver certificate. These will be presented in Achievement assembly.

Golden Book Awards

- ☐ Staff will send children with **exceptional or outstanding** work to a senior member of staff for a Golden Book Award. (It is hoped that every child should have done something exceptional in any

given school year.)

- After receiving five Golden Book Awards a child will receive a Merit Award badge and a £5 gift voucher. This is the highest award available at the school

House Points (see appendix 2)

- Each child and staff member has been allocated a different House, with siblings in the same House.
- Every member of staff is able to offer a 'House Point' for good behaviour and demonstrating Christian Values.
- The children write their name on their coloured House Point Slip.
- The House Points are then posted into our House Point Jars in the hall.
- The House Points are counted and the winning team is announced during our Achievement Assembly.
- At the end of the term, the House that has gained the most points will be able to wear their House colours.

Saint's Days

- In addition on their particular House Saint's Day, the children will be able to celebrate by coming into school in their House colours.

Golden Time

On a Friday afternoon all classes will participate in Golden Time where children will have a variety of activities. A child will take part in Golden Time unless they have received an Amber Sanction (5 minutes missed for each Amber) or a Red Letter. In the case of receiving a Red Letter, the child will forego their opportunity to participate in Golden Time.

For those children with a Behaviour management Plan, they will earn Golden Time which will be included in their Behaviour Management Plan. These children will automatically receive 5 minutes and in line with their Behaviour Management Plan they will earn the extra 25 minutes. Each Behaviour Management Plan will be drawn up to suit the individual child's specific needs.

Children have the opportunity to earn back Golden Time, using an Earning Back Golden Time Contract, if they have more than 5 minutes missed of Golden Time in KS2. In KS1 children can earn all their Golden Time back with an agreement with the teacher.

Our Sanctions (see appendix 3)

Clear expectations of behaviour will be visible and clear to the children within the school and children who misbehave will be reminded of expected behaviour. If a child misbehaves they will get a 'warning'. If the behaviour continues or a Golden Rule is broken the child will be moved to amber. They should also be told simply and clearly why their behaviour was unacceptable. Children who misbehave at break-times will be reported to their class teacher and moved to amber or red as appropriate.

If the behaviour requires an adult to help solve a dispute or intervene, the children involved should be asked to see a Senior Teacher. They will be asked to complete a 'Solving Problems Together' sheet (appendix 4).

If bullying is suspected due to the nature of the incident then the Anti-bullying procedures (set out in the Anti-bullying policy) must be followed. The adult discussing the incident will complete a 'Behaviour Record

Sheet' (appendix 5) and record it on the overview sheet. (The folder with all this information is kept in the Headteacher's office).

'Low Level' disruption

Every lesson is a 'fresh' lesson and children return to Green. If low level disruption continues, the child will be asked to speak to a senior member of staff

If a child is already on amber and continues to misbehave they should be asked to see a senior teacher who will talk to the child about what they have done and which school rule they failed to follow. If a child misbehaves it is possible that the child will have a 'time out' period to reflect on their behaviour.

During time out a child may be

- required to work alone at a table in the classroom.
- required to work with another teacher.
- required to 'make-up time' at playtime.
- sent to the Headteacher's office.
- denied a school activity or privilege ie Golden Time.

Playground and/or Lunchtime Sanctions

If children misbehave on the playground, a member of staff will ask the child to have 'thinking time', which could include sitting or standing alone in a designated space. This is not recorded as an Amber.

Any serious behaviour/incidents should be sent to the Senior Teacher on duty and will be dealt with appropriately.

After School Activities

Children are expected to follow the school rules and behave in an appropriate manner at all times both off site and on-site.

If a pupil causes, or is at risk of causing, injury or damage by accident, by rough play, fighting or by misuse of materials or objects or behaves inappropriately, acts in a physical or violent manner they may be excluded from club or after school activity on a permanent or temporary basis at the discretion of the Head Teacher.

Red Letter

After investigation with a Senior Teacher, a 'Red Letter' may be given to a child that has made the wrong choice with their behaviour and/or has broken a school rule. A 'Red Letter' slip will be sent home along with a letter outlining the issue. Included with this information is a summary of our Rewards and Sanctions. The Red Letter incident will be recorded for internal behaviour records.

If the same child repeats the behaviour or breaks another school rule, the parent will get a 'Second Red Letter'.

The parent/carer of any child receiving a second red letter will be asked to make an appointment with a

senior teacher to discuss the child's behaviour. After the senior teacher has spoken to the parents/carers, a decision will be made regarding monitoring of the child's behaviour.

Although extremely rare, serious incidents can result in a child going straight to red and being removed to the care of a senior teacher immediately. In this case the parents/carers will be called as soon as it is appropriate. If this occurs, an incident form will be filled in and sent with the child to a senior teacher.

If a pupil causes, or is at risk of causing, injury or damage by accident, by rough play, fighting or by misuse of materials or objects or behaves inappropriately, acts in a physical or violent manner they may be excluded from class or after school activity on a permanent or temporary basis at the discretion of the Head Teacher.

If a child exhibits persistent unacceptable behaviour they will be placed on our register of special education needs and a 'Behaviour Management Plan' will be drawn up for them. If this plan is unsuccessful in modifying or eradicating the behaviour or in any event of a serious breach of behavioural expectations, a child may be:

- secluded/isolated within school for a fixed time
- educated in another setting
- excluded from school for a fixed term, or permanently (see below)

Use of Detention/Time Out

What the law allows:

- Staff have a power to issue detention to pupils
- Parental consent is not required for detentions.

At Holy Trinity, we prefer to use the term 'Thinking Time' rather than 'Detention'. If a child needs some 'thinking time' they will be held at break times and lunch times and will be supervised by a member of staff. Pupil/s attending thinking time will be allowed to eat, drink and use the toilet as required.

Use of Isolation

Disruptive pupils to be placed in isolation away from other pupils for a limited period. This will be done lawfully, reasonably and proportionately in all cases. Any separate room should only be used when it is in the best interests of the child, and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others. The school will ensure the health and safety of isolated pupil/s and any requirements in relation to safeguarding and pupil welfare.

The staff member in charge of the isolation will determine what pupils may and may not do during the isolation period. Pupils will be kept in isolation no longer than is necessary and their time spent there will be used as constructively as possible. Schools will allow pupils time to eat or use the toilet if required during an isolation period.

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not

describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) Power to search without consent for “prohibited items” including:

- any item banned by the school rules, which has been identified as an item which may be searched for.
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- stolen items

Legislation sets out what must be done with prohibited items found as a result of a search.

Exclusion

As a last resort, pupils may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended. In very serious and exceptional cases, a child may be excluded from school permanently.

If a child is excluded we will, without delay, provide parents with the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents’ right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend

In managing exclusions, the school will follow guidance in ‘Exclusion from maintained schools, Academies and pupil referral units in England’, DfE 2017 and as amended.

See also Local Authority advice to parents at:

<https://www.barnet.gov.uk/citizen-home/schools-and-education/parents/exclusion-of-pupils.html>

Pupils’ conduct outside the school gates – teachers’ powers

What the law allows:

In all cases of misbehaviour the teacher can only discipline a pupil outside of the school premises “to such an extent as is reasonable”, when the pupil is under the lawful control of the staff member.

Staff have the power to discipline pupils for misbehaving when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- misbehaving such that the behaviour could have repercussions for the orderly running of the school or
- posing a threat to another pupil or member of the public or misbehaving such that the behaviour could adversely affect the reputation of the school.

Appendix 1

Rewards



Classroom Rewards

Classroom rewards are the individual reward systems set up by the class teacher and their class. These could include class certificates, sticker charts, marble jar, raffle tickets etc.

Golden Time

During Friday afternoon, children will be rewarded with fun activities called 'Golden Time'.

Silver Certificates

A silver certificate is given for recognition of a particular piece of work, homework or achievement. The certificate is awarded by the member of staff they are sent to. The Silver Certificate is given to the child in achievement assembly.

'Ask me what I did' postcards and badges

As part of achievement assembly a child is chosen from the class by the class teacher to have a postcard sent home to celebrate an aspect of their learning and/or their attitude towards learning. The postcard is presented in assembly and the child is mentioned in the newsletter and given a badge to wear during assembly and the week,

Golden Book Awards

Golden Book awards are given for outstanding pieces of work or attitudes towards learning. This award is recorded on their Merit Sheet and the piece of work is shown to the Headteacher.

The Golden Book award is celebrated by;

- The child being recorded in our Golden Book Award Diary
- Mentioned in the newsletter
- Prize given in assembly

Given for...

- 🏆 Golden book awards given for outstanding work, effort or achievement.
- 🏆 'Outstanding' will be based on work/effort that is for that particular child.
- 🏆 Awards can be given for an accumulation of good work or effort, not necessarily just one piece of work.

Not given for...

- 🏆 Homework

Merit Awards

When the children have been awarded 5 Golden Book Awards they receive a merit badge and £5 of

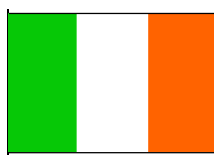
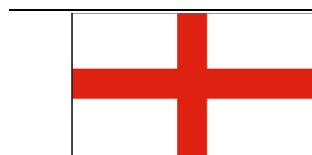
vouchers. This is also included in the Golden Book Diary and mentioned in the newsletter.

Appendix 2

Holy Trinity School House Points System



The Houses are;



St George

St Patrick

St Andrew

St David

Each child and staff member has been allocated a different House, with siblings in the same House.

Our children are so well behaved we would like to reward them every day for;

- their fantastic behaviour as well as looking smart
- showing good manners
- being kind
- working well in teams
- supporting each other...
- for all the wonderful things they always do! (House Points are not for academic achievements).

How does it work?

Every member of staff including teachers, mealtime supervisors, office staff, and teaching assistants are able to offer a 'House Point' for good behaviour. The children write their name on their coloured House Point. The House Points are then posted into our House Point Jars in the hall. On a Wednesday, the House Points are counted and the winning team has their House colour ribbons tied around the House Winners Award Trophy! The winners will be announced during our Achievement Assembly on a Thursday.



House
Point
Award

Rewards

Each week the winning House will have their colours on the House Winners Award Trophy. At the end of the term, the House that has gained the most points will be able to wear their House colours and a whole House award will be given. For example, extra play, watch a movie etc. (to be negotiated nearer the time).

Saints Days

On their particular House Saints Day, the children will be able to celebrate by coming into school in their House colours, whilst everyone else is in school uniform.

Celebratory School dinner meals will be served on these days.

Appendix 3

Traffic Lights



Green (Good behaviour)

- Children remaining on green receive 30 minutes Golden Time each week.
- All children are automatically on Green at the Start of each day

Amber (usually low level disruption/behaviour)

An 'Amber' is given in situations such as...

- If a verbal warning has been given and the behaviour is repeated
- Potential Health and Safety issue for example, throwing a rubber or other object across the table

Consequences –

- KS1 and KS2 Loss of 5 minute Golden Time
- EYFS (Rec & Nur)– Thinking time in class

Every lesson is a 'fresh' lesson and children return to Green. If low level disruption continues, please ask the child to speak to a senior member of staff

Red

- A 'red' is given when a school rule is broken including;
- Deliberate physical contact/spitting; Swearing (maliciously/deliberately);
- Repeatedly not following directions of the staff
- A serious incident occurs

Consequences –

- A red letter slip is completed and the child is sent to Mrs Kimani, or a Senior Teacher (ST).
- The child completes a 'Solving Problems Together' form (if appropriate)
- The incident book is filled in (this could be completed by the teacher or ST)
- Golden Time is missed by the child

First red letter – a slip is sent home to the child's parent or carer

Second Red Letter – a 'formal' letter is sent home by the school

Third red letter - the parents are requested to meet with Mrs Kimani or a ST to discuss the child's behaviour

Repeated Red letters will result in a home school behaviour agreement and/or regular arranged meetings with the parents.

Solving Problems Together

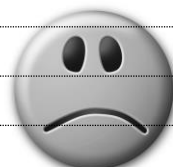
Golden Rules;

- *We are gentle – we don't hurt others*
- *We are kind and helpful – we don't hurt anybody's feelings*
- *We listen – we don't interrupt*
- *We are honest – we don't cover up the truth*
- *We work hard – we don't waste our own or others' time*
- *We look after property - we don't waste or damage things*

*We uphold the Christian values chosen by the school community of:
Compassion, Forgiveness, Peace, Wisdom, Koinonia (fellowship), and Hope*

Name _____ Class: _____ Date _____

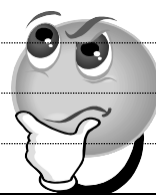
What is the problem? Why am I here? What happened?



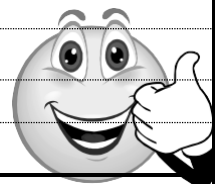
Why I think it happened. (My side of the story)



Which Golden Rule or Christian Value did I not follow?



What can I do or say to make things better?



Who could I ask to help me?



Compassion

Justice

Peace

Wisdom

Koinonia

Fellowship

Hope

Help

Appendix 5 - Example of a Record Sheet

Holy Trinity Behaviour Record



| | | | | | | | | |
|---------------------------------|--------------------|----------|--------------|----------|------------|--------|------------|-------|
| Name of person completing sheet | | | | Date: | | Time: | | |
| Children involved: | | | | | | | Yr Grp | |
| Name calling | Damage to property | defiance | bad language | physical | bullying | racist | homophobic | other |
| Was this considered.... | | Amber | | | Red letter | | | |

Cont on back →

Action taken:

| | | | | | | | |
|---------------------------|-------|-----------------------------------|-------|-----------------|-------|-------------------|-------|
| Is this a repeat concern? | Y / N | Solving problems Sheet completed? | Y / N | Parent notified | Y / N | Red Letter given? | Y / N |
|---------------------------|-------|-----------------------------------|-------|-----------------|-------|-------------------|-------|

Note to be kept on child's file Yes or No

ANTI-BULLYING POLICY

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident can be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Where this is the case, the school **Designated Safeguarding Lead** may report their concerns to the local authority children's social care. Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If we feel that an offence may have been committed we may seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person on more than one occasion . Bullying results in pain and distress to the victim.

Bullying can be defined as *"behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally"*. (DfE "Preventing and Tackling Bullying", July 2017)

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying can happen to anyone. It can take many forms:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, mocking, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence, interfering with other people's property
- Racist because of another person's ethnic background, religion or skin colour
- Sexist based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours
- Sexual behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that humiliates or intimidates another person.
- Homophobic because of another person's actual or perceived sexualorientation
- Transphobic based on another person's gender 'variance' or not for not conforming to dominant gender roles
- Verbal name-calling, sarcasm, spreading hurtful and untruthful rumours and gossip, taunting, teasing, offensive comments
- Cyber inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone call, text, Instant Messenger, websites and social media sites and apps, and sending offensive and degrading images (e.g. camera or video) by mobile phone or via the internet.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

Holy Trinity community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

- All governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Preventing, identifying and responding to bullying

What we do to prevent bullying: Everyone involved in the life of our school must take responsibility for promoting a common anti-bullying approach. We agree to:

- be supportive of each other
- provide positive role models
- convey a clear understanding that we disapprove of unacceptable behaviour
- be clear that we all follow the Golden Rules and the Behaviour Policy of Holy Trinity

- be fully involved in the development of the anti-bullying policy and support anti-bullying practice
- support each other in the implementation of this policy

All members of Holy Trinity community are expected to report incidents of bullying.

All staff have a vital role to play as they are the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

Staff are to:

- treat reports of bullying very seriously
- not ignore signs of suspected bullying
- take action immediately
- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all
- develop strategies to prevent bullying occurring in the first place
- provide opportunities to develop pupils' social and emotional skills, including their resilience
- provide children with a framework of behaviour including rules which support the whole school policy
- emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere
- promote and establish effective listening systems for children
- raise awareness of bullying through activities, stories, role-play, discussion, peer support, school council, Good To Be Green, Circle Time, P.S.H.E., Inclusion, assemblies, displays, RE scheme of work etc.
- promote positive messages about good behaviour and respect for others at home at all opportunities
- where relevant, work with outside agencies to identify and react to bullying
- regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- keep the Governing Body well informed regarding issues concerning behaviour management

Involvement of pupils: We will

- Canvas our pupil's views on the extent and nature of bullying through a yearly questionnaire
- Ensure that all pupils know how to express worries and anxieties about bullying
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in school
- Publicise the details of help lines and websites
- Offer support to pupils who have been bullied and those who are bullying in order to address the problems they have

Liaison with parents and carers: We will

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats
- ensure that all parents/carers know who to contact if they are worried about bullying
- ensure all parents/carers know about our complaints procedures and how to use it effectively
- ensure all parents/carers know where to access independent advice about bullying
- where feasible, work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- ensure that parents work with the school to role model positive behaviour for pupils, both on and offline

Reacting to a specific incident:-

Minor incidents are reported to the class teacher who will investigate the incident and set the appropriate sanctions for the perpetrator.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged bully and witnesses are all interviewed separately by a senior member of staff
- If a pupil is injured, members of staff take the pupil immediately to a first aider for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, all parties (bully, victim, witnesses) are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non- confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils

Staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Sanctions

If the senior member of staff is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.

The member of staff informs the pupil of the type of sanction to be used in this instance and future sanctions if the bullying continues in line with the school behaviour policy. In serious cases, suspension or even exclusion will be considered. Safeguarding procedures will be followed when child protection concerns arise.

If possible, reconciliation will be attempted obtaining a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

The bully is made to realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.

Parents/carers are informed of bullying incidents and what action is being taken. The pupils involved are monitored over the next half-term.

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CAMHS).

● *Pupils who have perpetrated bullying will be helped by:*

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CAMHS).

Preventing Bullying

Environment

- The whole school community will:
 - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
 - Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
 - Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
 - Challenge practice and language (including 'banter' or 'roasting') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
 - Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
 - Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
 - Actively create "safe spaces" for vulnerable children and young people.
 - Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

- The whole school community will:
 - Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
 - Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
 - Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
 - Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
 - Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

- The school community will:
 - Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
 - Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.

- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Involvement of pupils

- *We will:*
 - Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
 - Regularly canvas children and young people's views on the extent and nature of bullying.
 - Ensure that all pupils know how to express worries and anxieties about bullying.
 - Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
 - Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
 - Utilise pupil voice in providing pupil led education and support
 - Publicise the details of internal support, as well as external helplines and websites.
 - Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

Involvement and liaison with parents and carers

- *We will:*
 - Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
 - Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
 - Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
 - Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
 - Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
 - Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner

Advice and Guidance and Legislative supporting materials:

- **Specialist and helpful organisations:**

- The Anti-Bullying Alliance (ABA) – NSPCC & National Children’s Bureau www.anti-bullyingalliance.org.uk – advice for professionals
- Kidscape www.kidscape.org.uk – advice for young people, professionals and parents 0207 730 3300
- The Diana Award – www.diana-award.org.uk and www.antibullyingpro.com – Anti- bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying
- The BIG Award - www.bullyinginterventiongroup.co.uk – A National Scheme and award for schools to tackle bullying effectively
- Restorative Justice Council - www.restorativejustice.org.uk – used in schools proactively to build relationships, promote discipline and prevent harm and conflict occurring.
- Childline www.childline.org.uk ChildLine is a private and confidential service for children and young people up to the age of nineteen. You can contact a ChildLine counsellor about anything - no problem is too big or too small. Call free on 0800 1111, have a 1-2-1 chat online or send an email.
- **Cyber-bullying:**
- ChildNet International www.childnet.com - specialist resources for young people to raise awareness of online safety and how to protect themselves
 - 0207 639 6967
- Think U Know: www.thinkuknow.co.uk resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE ‘Cyberbullying: advice for headteachers and school staff’: www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE ‘Advice for parents and carers on cyberbullying’: www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo’s LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk

- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
 - A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

www.gov.uk/government/publications/preventing-and-tackling-bullying

- Digizen: www.digizen.org – provides online safety information, parents, carers and young people
- Advice on Child Internet Safety 1.0 -www.gov.uk/government/publications/advice-on-child-internet-safety-10-universal-guidelines-for-providers (UKCCIS) Guidelines for providers on keeping children safe online

SEND:

- Mencap: <https://www.mencap.org.uk> represents people with learning disabilities, with specific advice and information for people who work with children and young people. Directline: 0808 808 1111
- Cyberbullying and children and young people with SEN and disabilities: (Anti-bullying Alliance) www.anti-bullyingalliance.org.uk

Racism:

- Show Racism the Red Card: Tel: 0191 257 8519 www.srtrc.org Resources for teachers to educate young people
- Kick it Out: www.kickitout.org Educating young people about racism in football.
- Anne Frank Trust: www.annefrank.org.uk Tel: 020 7284 5858 Challenge Prejudice – Reduce Hatred: encouraging young people to embrace positive attitudes, personal responsibility and respect for others

LGBT:

- EACH: www.each.education/support/homophobic-bullying ACTIONLINE **0808 1000 143** Educational Action Challenging Homophobia A national Freephone Actionline for targets of homophobic or transphobic bullying
- Stonewall: www.stonewall.org.uk Tel: 0800 050 20 20 An LGB equality organisation – with a dedicated youth site.

PHYSICAL RESTRAINT/SAFER HANDLING POLICY

The 1997 Education Act (Section 4) clarified the position about the use of physical force by teachers, and others authorised by the Head teacher of a school, to control or restrain children.

This provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a field trip or other authorised out of school activity.

The Act allows all teachers at a school to use reasonable force to control or restrain children. It also allows other people to do so, in the same way as teachers, provided they have been authorised by the Headteacher to have control or charge of children. Those might include classroom assistants, care workers, midday supervisors, specialist support assistants, education welfare officers, escorts, caretakers, or voluntary helpers including people accompanying children on visits, exchanges or holidays organised by the school.

Corporal punishment is illegal in all circumstances.

The Headteacher will identify people, other than teachers, whom they wish to authorise to have control or charge of children and therefore be able to use force if necessary. Authorisation may be on a permanent or long term basis because of the nature of the person's job, or short term for a specific event such as a school trip. The Head will explicitly inform the people concerned, and ensure that they are aware of and properly understand what the authorisation entails. To ensure that, The Head will keep an up-to-date list of authorised people and ensure the teachers know who they are.

Action in self-defence or in an emergency

Everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene. The purpose of this policy is to make it clear that teachers, and other authorised staff, are also entitled to intervene in other, less extreme, situations.

Types of Incidents

Staff who are authorised by the Headteacher to have control or charge of children (see below), are permitted to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its children, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- a. where action is necessary in self-defence or because there is an imminent risk of injury;
- b. where there is a developing risk of injury, or significant damage to property;

c. where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- children are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- 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 is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson.

Reasonable Force

There is no legal definition of 'reasonable force'. So it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case.

There are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanor, or in a situation that clearly could be resolved without force.
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, understanding, and sex of the pupil.

Practical considerations

If a pupil is likely to behave in a way that may require physical control or restraint, a plan of how to respond if the situation arises will be created as part of the child's behaviour plan. This planning will address:

- managing the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used);
- involving the parents to ensure that they are clear about what specific action the school might need to take;
- briefing staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance);
- ensuring that additional support can be summoned if appropriate;
- the safest way to hold children with specific health needs.

Before intervening physically a teacher should, wherever practicable, tell the pupil who is misbehaving

to stop, and what will happen if he or she does not. The teacher should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.

Sometimes a teacher should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, or if the teacher believes he or she may be at risk of injury. In those circumstances the teacher should remove other children who might be at risk, and summon assistance from a colleague or colleagues, or where necessary phone the Police. The teacher should inform the pupil(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

Application of Force

Physical intervention can take several forms. It might involve staff:

- physically interposing between children;
- blocking a pupil's path;
- holding;
- pushing;
- pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back; or,
- (in extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;
- slapping, punching or kicking a pupil;
- twisting or forcing limbs against a joint;
- tripping up a pupil;
- holding or pulling a pupil by the hair or ear;
- holding a pupil face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent. Where the risk is not so urgent the teacher should consider carefully whether, and if so when, physical intervention is right. Teachers should always try to deal with a situation through other strategies before using force. All teachers need developed strategies and techniques for dealing with difficult children and situations which they should use to defuse and calm a situation. In a non-urgent situation force should only be used when other methods have failed.

That consideration is particularly appropriate in situations where the aim is to maintain good order and discipline, and there is no direct risk to people or property. As the key issue is establishing good order,

any action which could exacerbate the situation needs to be avoided. The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated.

The age and level of understanding of the pupil is also very relevant in those circumstances. Physical intervention to enforce compliance with staff instructions is likely to be increasingly inappropriate with older children. It should never be used as a substitute for good behavioural management.

Recording Incidents (see Appendix 1)

It is important that there is a detailed, contemporaneous, written report of any occasion (except minor or trivial incidents) where force is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint.

Schools should keep an up-to-date record of all such incidents, preferably in an incident book.

Immediately following any such incident the member of staff concerned should tell the Head or a senior member of staff and provide a written report as soon as possible afterwards. That should include:

- the name(s) of the pupil(s) involved, and when and where the incident took place;
- the names of any other staff or children who witnessed the incident;
- the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff);
- how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;
- the pupil's response, and the outcome of the incident;
- details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a copy of the report.

Incidents involving the use of force can cause the parents of the pupil involved great concern. It is always advisable to inform parents of an incident involving their child, and give them an opportunity to discuss it. The Head teacher, or member of staff to whom the incident is reported, will need to consider whether that should be done straight away or at the end of the school day, and whether parents should be told orally or in writing.

Complaints

Involving parents when an incident occurs with their child, plus a clear policy about physical contact with children that staff adhere to, should help to avoid complaints from parents. It will not prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures. DfES Circular 10/95: Protecting Children From Abuse gives guidance about the latter, and about procedures for dealing with allegations against teachers.

The possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action brought by a pupil or parent, cannot be ruled out. In those circumstances it would be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in all the circumstances. In that event, however, the panel, or court, would have regard to the provisions of section 550A. It would also be likely to take account of the school's policy on restraint, whether that had been followed, and the need to prevent injury, damage, or disruption, in considering all the

circumstances of the case.

Physical Contact With Children In Other Circumstances

There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 550A of the 1996 Act. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, or CDT, or if a member of staff has to give first aid. Young children and children with special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support. There may be some children for whom touching is particularly unwelcome. For example, some children may be particularly sensitive to physical contact because of their cultural background, or because they have been abused. It is important that all staff receive information on these children. In addition, the school will need to develop clear common practice towards particular groups of children and events. There should be a common approach where staff and children are of different sexes. Physical contact with children becomes increasingly open to question as children reach and go through adolescence, and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

Appendix 1

Holy Trinity CE Primary School Physical Restraint Incident Report

Note: this form is to be completed and submitted to the Head Teacher by a staff member as soon as possible.

Name of Student: _____

Yr _____

Behaviour Management plan written with physical restraint listed as potential strategy

YES / NO

Incident Date: _____

Time: _____

Events prior to incident:

Description of Incident:

Incident Location:

☐ School
Other _____

☐ Playground

☐ Classroom

☐ Corridor

Student's Actions/Potential Actions

☐ Hurt self (specify) _____

☐ Hurt others (specify) _____

☐ _____
Damage property (specify) _____

☐ Other (specify) _____

Behaviour(s) Exhibited by Student During Incident:

| | | | |
|--------|---|--|--|
| Crying | <input type="checkbox"/> Agitation | <input type="checkbox"/> Non-Compliance | <input type="checkbox"/> Verbal aggression towards peers |
| | <input type="checkbox"/> Physical aggression towards peers | <input type="checkbox"/> Verbal aggression towards staff | |
| | <input type="checkbox"/> Hostility | <input type="checkbox"/> Physical aggression towards staff | <input type="checkbox"/> Withdrawal |
| | <input type="checkbox"/> Mood swings | <input type="checkbox"/> Self-abuse | |
| | <input type="checkbox"/> Verbal or physical threats (describe): _____ | | |

Other: _____

Details of Physical Restraint:

☐ Partial

☐ Full

☐ Other (specify): _____



Description of student's reaction to the use of physical restraint:

Length of time physical restraint was used (physical restraint should last no more than 3-5 minutes) _____ minutes

Other Persons Involved

| Name | Position/Title | Type of Involvement (active, witnessed, assisted) |
|------|----------------|---|
| | | |
| | | |
| | | |

Follow-up to Physical Restraint

Date and Time of Parent Contact: _____

Date and Time of Parent Debriefing: _____

Were local law enforcement involved? Yes No
(attach Police Incident Form)

Were there bruises, scratches, contusions or other marks on the student? Yes No

Were there bruises, scratches, contusions or other marks on the staff? Yes No

Were the strategies used evaluated and compared to previous strategies used? Yes No

Was medical attention required by student, staff, or others? Yes No

Describe: _____

Report completed by:

Name: _____ Position: _____

Signature _____

Date: _____



Severe Behaviour Record

This sheet is to be completed if the behaviour is physical or defiant

| | | | | | |
|---------------------------------|--|-------|--|-------|--|
| Name of person completing sheet | | Date: | | Time: | |
|---------------------------------|--|-------|--|-------|--|

| | | |
|------------------------|--|---------------|
| Child involved: | | Yr Grp |
|------------------------|--|---------------|

Events Leading up to the behaviour/Trigger

Brief description of the Behaviour (Bullet Points – continue in detail over the page if needed):

Cont on back →

Action taken/how it was resolved:

Cont on back →

| Is this a repeat concern? | Y / N | Parent notified | Y / N | Was physical restraint needed (if yes, please describe if any) | Y / N |
|---------------------------|-------|-----------------|-------|---|-------|
|---------------------------|-------|-----------------|-------|---|-------|

Note to be kept on child's file

