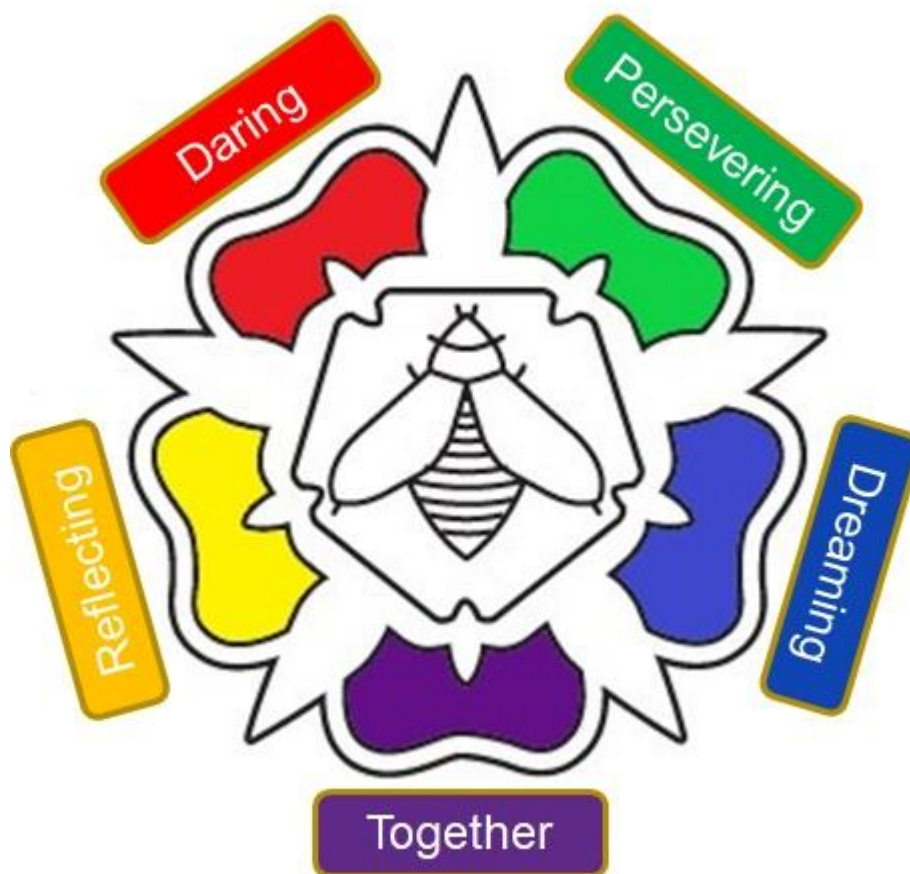


Dream, Believe, Achieve Together



Behaviour Policy

“A Positive Approach”

Policy Updated by Joanne Hewitt

Policy dated: October 2022

Next review: October 2025

This document should be read in conjunction with the following:

Violence to Staff Policy

Physical Intervention Policy

Introduction

This document is a statement of the aims and strategies for ensuring positive behaviour. It was revised during the Spring Term 2022, through a process of consultation with the senior staff and the Headteacher.

It was first presented to the Governing Body for approval in the Spring Term 2016 and approved in the same term. It will be discussed annually by staff and governors and will be formally reviewed in the Spring Term 2023.

This policy was reviewed in Spring Term 2022 using the LA Behaviour Toolkit - Understanding Behaviour in Schools: A relationship-based approach to inclusion. A practical toolkit for schools and education settings.

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Round Hill Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The original policy was the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school's general rules.

We promote a relationship-based and restorative approach to understanding behaviour is used. This strengths-based approach is based upon well-established psychological theories of human development and reinforced by up to date research evidence. The approach involves these 3 key ideas:

1. UNMET NEEDS Behaviour communicates an unmet need. Therefore, to change behaviour, we must connect and respond to the unmet need.
2. INDIVIDUAL INFLUENCES Children's behaviour cannot be fully understood in isolation, without considering their individual influences.
3. RELATIONSHIPS Relationship-based, restorative approaches offer an evidence-based alternative to zero-tolerance behaviour management systems.

We also promote Emotion Coaching as a restorative approach to behaviour.

Four Steps of Emotion Coaching (Emotion Coaching UK)

'Connection Before Correction'

Recognise the child's feelings and empathise with them	<ul style="list-style-type: none">• Recognising, empathising, soothing to calm• e.g. 'I can see you are upset; I'm here'.
Labelling feelings and validating them	<ul style="list-style-type: none">• e.g. 'Sounds like you might be feeling angry about that'. I might be feeling angry too if that had happened to me.'
Setting limits on behaviour	<ul style="list-style-type: none">• If needed• e.g. 'We can't always get what we want'.
Problem-Solving	<ul style="list-style-type: none">• With the young person• e.g. 'We can sort this out'.

Aims

The aim of Round Hill Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Round Hill Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).

Expectations

At Round Hill Primary School we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the school rules and that each class has its own classroom code.

- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Round Hill Primary School are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase childrens' self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

Ethos & Values

Our new five core values and mission statements are:

Reflecting

"We learn from our mistakes."

At Round Hill, we take control of our learning. We reflect on our success and look for exciting new ways to improve. We embrace the importance of making mistakes as part of the learning journey. We adopt a Growth Mindset in our learning and believe in our ability to improve over time.

Daring

"We are unique."

We encourage all members of our community to be proud of what makes them unique and empower them to explore new solutions to challenges. We encourage our staff to explore varied teaching methods and strategies to support all pupils to succeed.

Persevering

"We keep trying, no matter what."

We thrive when presented with a new challenge. We recognise challenges as a new opportunity to learn and better ourselves. We listen to our peers and value feedback because it supports our growth. We recognise challenge as an exciting part of the learning journey and show resilience when we are searching for a solution.

Together

"Together Everyone Achieves More"

We are part of a TEAM where we achieve more by working together.

Dreaming

"We aim high."

We love learning; we recognise that we can all learn and that none of us have stopped developing and learning.

These are displayed in pictures and texts around the school.

In addition to the school ethos, every member of the school community should apply the following principles:

- If you don't stop the inappropriate behaviour you are condoning it;
- You own your own behaviour.

Rewards and Consequences Overview

We aim to create a healthy balance between rewards and consequences with both being clearly specified. Pupils should learn to expect fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

Included in the policy are suggestions for behaviour management techniques (see 'consequences' below). All class teachers should operate a stepped approach to consequences, which allow children to identify the next Lauren. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and consequences.

Rewards


All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate children's best efforts will be celebrated through display and performance.





Teachers should work on the principle of a 4:1 praise to consequence ratio.

Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Class dojos
- Smiley faces
- Stickers and stamps
- Certificates
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges (e.g., free time)
- Positive phone call/text message home
- Class wide rewards
- First in line
- Praise postcard
- Consistent good behaviour, good manners, particular helpfulness and acts of kindness in school are rewarded with certificates and comments are read during 'celebration assemblies'.

Some parents have asked for further information about our petals to assist with home learning. We hope this helps.

Value	What does it mean?	How might children earn this at home?	Examples
Reflecting 	<i>'We learn from our mistakes'</i>	<ul style="list-style-type: none">• Listening to feedback from parents or teachers• Editing their own work• Asking for help	<ul style="list-style-type: none">• Writing diaries or journals, giving thoughtful responses to questions, changing work based on feedback

Daring 	<i>'We are unique'</i>	<ul style="list-style-type: none"> • Challenging themselves in something new or tricky for them • Being creative in their work • Thinking 'outside the box' 	<ul style="list-style-type: none"> • Creative topic work, building models, artwork, creative solutions to problems, performances/ videos of skills learned in lockdown
Persevering 	<i>'We keep trying, no matter what'</i>	<ul style="list-style-type: none"> • Keeping going with a task • Completing a larger task over several days • Being resilient when things go wrong 	<ul style="list-style-type: none"> • Parent or child comments show that the task has required resilience, evidence of longer tasks is submitted
Dreaming 	<i>'We aim high'</i>	<ul style="list-style-type: none"> • Aiming high • Showing positivity towards their learning • Pushing themselves to achieve more 	<ul style="list-style-type: none"> • Children have challenged themselves in their work, completed tasks to a high standard, range of work attempted
Together 	<i>'We are a team'</i>	<ul style="list-style-type: none"> • Helping out around the house • Working with parents and siblings • Thinking of others 	<ul style="list-style-type: none"> • Photographs, writing, videos to evidence teamwork at home.

It is important to note the following;

- Certificates are given at the end of the week for one child per class who has stood out for the value of the week.
- Children earn their bronze, silver or gold awards by collecting 3, 4 or 5 **different petals** respectively within one week. In EYFS children work towards earning petals and this is displayed visually in the classroom.
- Children are able to (and are positively encouraged to) earn **more than one of the same colour** each week – teachers keep an eye out for those really excelling and highlight them as examples.
- Individual classes have **extra personalised rewards** to recognise good behaviour although these will not count towards their bronze, silver and gold award. These could be in the form of stickers, dojo points etc.
- This is not to be seen as a competition, but is based on the child as an individual, so children will be rewarded based on their unique characteristics as the teacher sees appropriate.
- Not every piece of work will necessarily receive a petal. This does not mean the work has not been acknowledged, but it is important for children to feel like they have earned their rewards fairly.

Consequences

Despite positive responses and emotion coaching as a means to encouraging good behaviour in Round Hill Primary School, it may be necessary to employ a number of consequences to enforce the school rules and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Be logical – the consequence should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

If the class/school rules are broken the following consequences may be taken:

(Consequences will be differentiated to the needs of the children)

- Children will be given a non- verbal prompt, if behaviour persists then a verbal warning by the class teacher, teaching assistant or supervisor. The child should then be asked to move to a different part of the classroom. Then if the behaviour continues 'Time out in another class' will be used where they can continue their work.
- After a combination of the above consequences children may then be sent to the Assistant Head teacher/Deputy Headteacher/Head teacher (except in extreme cases of inappropriate behaviour when immediate removal to see a senior member of staff is necessary).

In EYFS and KS1 rewards and consequences are visually displayed on a behaviour ladder. Children can move up and down and encouraged to 'reach for the stars'. In EYFS all children start on green and are 'ready to learn.' There is a lot of emphasis on a positive approach to learning. In some extreme cases where learning behaviours are still not being followed children receive a warning followed by their name being moved to orange' which is pause and think. In some extreme cases this may be followed by a red card and the child would have a 'timeout'. At the end of the thinking/calming time they would be able to start back on 'ready to learn'. This system is not put into place until the children have had several weeks of getting used to the new environment and the new routines.

Poor behaviour is recorded by all members of staff on CPOMS in order to monitor and spot any trends. Extremely poor behaviour must be reported to the Headteacher or Deputy Headteacher immediately. This again will be recorded onto CPOMS. A letter may be sent home or a phone call made to the parents. The behaviour record on CPOMS allows staff to monitor the frequency of incidents from individuals and thus deal with them accordingly by speaking to parents or putting other supportive systems in place.

For continual unacceptable behaviour or in case of serious verbal or physical violence the child may be excluded from school. This could be an internal exclusion when a child is removed from class and completes work under the supervision of a member of staff. This could also, in extreme cases, take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Lunchtime

If a child's behaviour has not been acceptable during break or lunch then the class teacher is informed by the Midday Meals Supervisors. The teacher will then use their professional judgement to decide how the matter should be dealt with and whether it merits being passed onto senior staff and recording on CPOMS. Any incident involving violence must be recorded on CPOMS.

Nurture Groups and 1:1 support

Children that continually display poor decisions or poor social skills will be allocated a place in a specialised nurture group or be allocated an adult to support them. Children in these groups engage in activities that address their particular behaviour or social needs. Children may participate in more than one group depending upon their assessment for needs.

Fixed-term and permanent exclusions

Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Recording, Monitoring and Evaluating Behaviour

Classroom

Teachers must adhere to this school policy and it is imperative that children are aware of the next Lauren or consequence. Teachers are expected to log onto CPOMS any behaviour they deem unacceptable.

Movement around the school

Children are generally in class lines led by a teacher when moving around school. However, they are also given a degree of autonomy when moving around the school at break and lunchtimes. On leaving the classroom at break and lunchtimes children are allowed to walk out to the playground or under the supervision of staff standing at key places along the corridors.

Lunchtime

Any behaviour from Misdemeanour categories 1-3 will be reported to teaching staff by Midday Meals Supervisors. Any 'Misdemeanour 3' behaviour (see appendix A) during lunch will result in the child being removed immediately from the playground to see a member of senior leadership. Senior staff will decide on appropriate action such as missing a lunch time play the following day, speaking to parents or carers etc.

Selected children may also go to lunchtime club to work on their social skills in a more intimate and closely watched and monitored environment.

Roles

The Role of School Council

The School Council meets approximately once a month. The School Council consists of children from Year 1 – Year 6. School Councillors wear special badges that identify them throughout the school.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the School Rules in the School Planners and Prospectus, and we expect parents to read these and support them.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the head teacher who will take appropriate action.

If the school has to use reasonable consequences to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The head teacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate verbally with them about incidents of unacceptable behaviour at lunchtime.

The Role of the Class Teacher

Round Hill Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Round Hill Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner during lesson time.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Role of the Headteacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

Home/School Agreements (Located in Pupil Planners)

The Home/School Agreement is signed by children/parents and staff in the autumn term, which draws together the strands of our ethos as a school, and one of the important aspects covered is how we expect the children and their parents to co-operate with teachers in their expectations for behaviour.

It was drawn up by a working party of parents, governors and teachers, and circulated to all parents for their comments. The response was excellent at the time, and indeed we always get very positive feedback for this initiative.

Children agree to do all their work in class, and allow others to do the same. They agree to try to be polite, considerate and helpful to others and listen to what they have to say. Finally they agree to allow others to be happy and to be themselves. This is discussed at home, and then signed by the child, the parent and the teacher each year.

Physical Intervention- appendix B

Staff are all aware of de-escalation techniques and also aware that physical intervention is only a 'last resort' to prevent harm to the individual or others.

Where a child's behaviour requires staff to employ reasonable force school may work with all supporting agencies to develop a 'Behaviour Plan' that will outline specific responses to specific behaviours. This plan may involve the use of physical interventions.

Chapter 16 of the Department for Education publication 'A Guide to the Law for School Governors' states that: "Section 93 of the Education and Inspections Act 2006 gives school staff statutory power to use reasonable force to control or restrain pupils in certain circumstances. Governors should be aware of the general Departmental guidance on The Use of Force to Control or Restrain Pupils. They should also be aware of the DfE and DH Guidance on the Use of Restrictive Physical Interventions for Staff

Working with Children and Adults Who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders, and the DfE Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties.”

Adaptations for SEND

Some SEND children may have a member of staff with them to support them at playtimes or have indoor provision made for them.

School Behaviour and Attendance Policy (SBAP)

RH is part of the SBAP Broxtowe Partnership.

The objectives and outcomes of behaviour and attendance partnerships

Key principles for all behaviour and attendance partnerships are:

- active engagement of all partners;
- inclusion of the local pupil referral unit/short stay school and other major providers of alternative provision;
- engagement with primary schools and further education;
- engagement of at least one Safer School Partnership officer, assuming that local police make this resource available;
- engagement with extended services;
- clear protocols for managed moves and ‘hard to place’ pupils;
- a focus on early intervention;
- use of pooled resources to enable buy-in of specialist support;
- Transparent use of data; and a staff training programme.

Adrian Nash
Head teacher

Appendix A

Misdemeanour 1 (M1) Unless repeated these behaviours should be dealt with in playground eg: Remaining with duty staff	Misdemeanour 2 (M2) Loss of playtime/privileges	Misdemeanour 3 (M3) Send letter home/speak to parents
<ul style="list-style-type: none">• Name-calling• Swing on or climbing equipment• Throwing objects• Throwing objects over fence• Misuse of school property• Spitting on ground• Swearing• Not lining up correctly at end of lunch	<ul style="list-style-type: none">• Throwing soft objects at others• Spitting on school property• Swearing at another child• Rough play (pinching, pushing etc)• Messing about in toilets• Deliberately playing in wrong game zone• Messing about on wall/in dinner hall• Lying• Inappropriate harassment (touching, nasty words etc)• Ignoring instructions• Multiple or extreme M1	<ul style="list-style-type: none">• Spitting at another person• Racist comments• Swearing at adult• Running away from adult• Rude to adult• Fighting (any hitting, kicking etc)• Biting• Throwing dangerous objects• Bullying• Multiple or extreme M2

Appendix B

Physical Intervention Policy (Use of Reasonable Force) Round Hill Primary School

Objectives

Here at Round Hill School we aim to provide a safe, caring and friendly environment for all our pupils to allow them learn effectively, improve their life chances and help them maximise their potential.

We take the safety of our pupils and staff very seriously. We believe that all pupils and staff have the right to be and feel safe whilst at school or on a school-run activity.

This policy should be read in conjunction with our behaviour, discipline, child protection (and the broader safeguarding agenda) policies.

Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers, children and young people, and other partners.

This policy is also written in line with Nottinghamshire County Council's policy on the same subject, entitled 'Keeping Classrooms Safe for Learning and Teaching'.

Minimising the Need to Use Reasonable Force

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use the PHSE including Social

and Emotional Aspects of Learning curriculum to explore and strengthen emotional responses to situations.

We will only use force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment.

Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.

Staff Authorised to Use Reasonable Force

Under Section 93 of the Education and Inspection Act (2006) the head teacher of our school is empowered to authorise those members of his/her staff who are enabled to use reasonable force.

Here at Round Hill School the head teacher has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or charge of pupils in a given lesson or circumstance have permanent authorisation.
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

Deciding Whether to Use Reasonable Force

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or,
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the Laurens of not intervening would have seriously endangered the wellbeing of a person;
- whether the Laurens of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a non-physical way was low;
- the age, size, gender, developmental maturity of the persons involved.

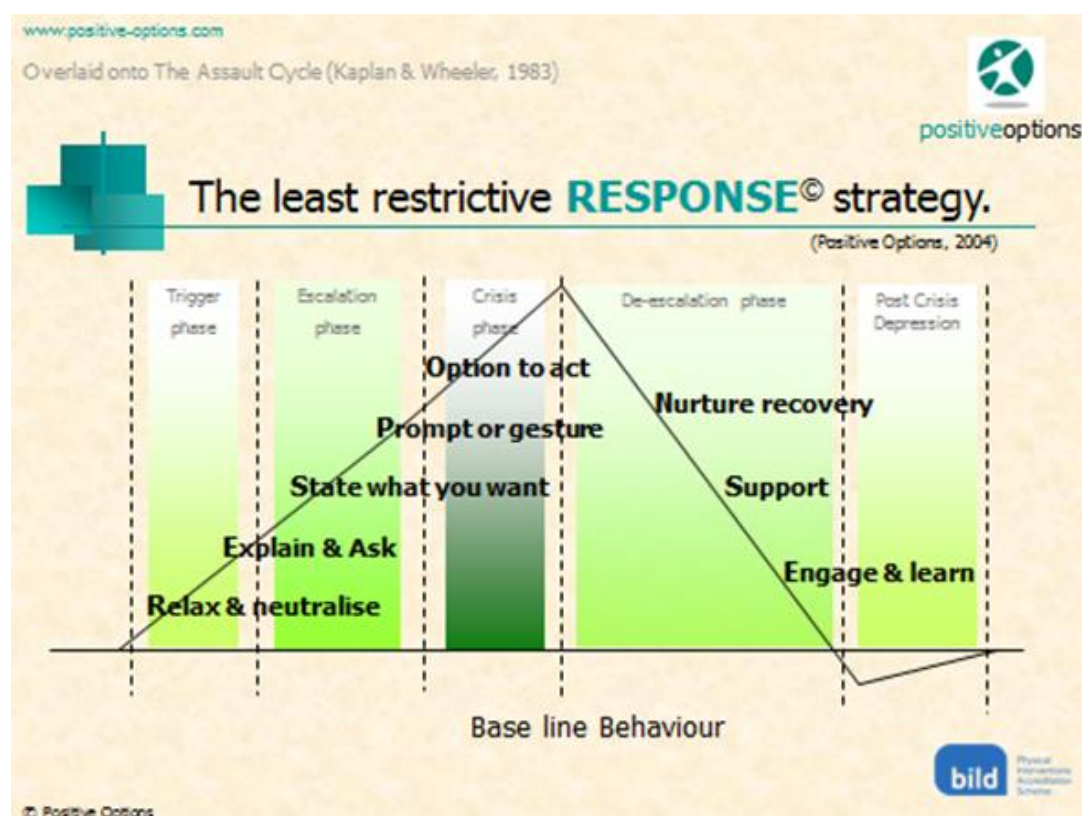
Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific pupils who can present risks to themselves and others. This may include information about SEN, personal circumstance and temporary upset.

Using Reasonable Force

When using force members of staff should only use the minimum amount of force required in achieving the required outcome.

Staff should also use force within the context of existing good practice in non-physical skills and techniques, such as in the RESPONSE[®] Strategy:



Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Also staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

Staff training

Staff at Round Hill School, who have been identified as needing training in this area, will access Physical intervention and CRB (formerly MAPA training) through the County Council co-ordinator who delivers nationally accredited courses.

These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour.

Nottinghamshire County Council has adopted the CRB training model, and as such is an 'Approved Training Centre' for Positive Options Ltd, which is a BILD (British Institute of Learning Disability) accredited training programme.

Recording and Reporting Incidents

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, *significant* incidents where a member of staff has used force on a pupil. The record must be made as soon as practicable after the incident.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account:

- an incident where unreasonable use of force is used on a pupil would always be a significant incident;
- any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed (though clearly not over reacting) would be significant.

In determining whether incidents are significant, schools should consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the pupil or member of staff.

Staff should also bear in mind the age of the child, any special education need or disability or other social factors which might be relevant.

Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

The Round Hill School will use the Nottinghamshire County Council electronic health and safety recording system RIDOR. This system enables members of staff to report, using a standardised format, any significant incident where force has been used, or any incident where violence to staff has occurred or been threatened.

Post-incident support

Following the use of physical intervention staff and pupils will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

Complaints and allegations

We will also make clear to pupils that they have a right, and are able, to question/complain about the use of reasonable force.

We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns.

Complaints and allegations will be taken seriously.

Monitoring and Review

This policy will be monitored regularly and reviewed by the governing body at least annually or as required.

The Head Teacher is responsible for the implementation of this policy and is the Link Governor, who also has responsibility in this area.

Further information

Can be found in the Nottinghamshire County Council's policy on the same subject, entitled 'Keeping Classrooms Safe for Learning and Teaching'

Review

This policy was reviewed in Spring Term 2022 using the LA Behaviour Toolkit - Understanding Behaviour in Schools: A relationship-based approach to inclusion. A practical toolkit for schools and education settings.

Cyber Bullying

Definition

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. (See also the school behaviour policy.)

Preventing and addressing cyber-bullying

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.