



Windmill L.E.A.D. Academy

A L.E.A.D. Academy

Behaviour

Management

Policy

Updated September 2020

Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for behaviour management explicit in order to ensure consistency of practice across the network of L.E.A.D. academies. The L.E.A.D. Academy Trust aim is for the academy community to flourish in an atmosphere of mutual respect and an agreed code of conduct.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Cross Reference: Exclusions Policy

Legislative Framework

[Education and Inspections Act 2006: Section 88.](#)

Procedures for behaviour management implemented by individual academies will be operated in a positive way, reflecting the high expectations on all within the academy community.

All staff are responsible for promoting and establishing positive behaviour across Trust academies. It is important that all staff are consistent and proactive in rewarding good behaviour, and in dealing with unacceptable behaviour

Rationale:

At Windmill Academy, we expect and encourage excellent behaviour and self-discipline from all our pupils in order to achieve an environment which enables emotional development, effective learning, high standards and smooth functioning of our school. Our school is a complex community of adults and children, all contributing to and benefiting from its success. A community functions best if there is a mutual respect between all members and an agreed code of conduct, providing the background against which, all aspects of school life may flourish. We acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding, and in respect of pupils with SEND.

Philosophy:

At Windmill Academy, we operate a positive behaviour policy which has high expectations of all within the school community.

The school:

- has a whole school approach to behaviour to ensure consistency, setting good habits

- early, with high expectations of cooperative behaviour from the very beginning;
- involves all pupils in the creation and review of codes of conduct;
 - provides a purposeful learning environment conducive to on task behavior;
 - involves parents/carers by communicating well to ensure their support;
 - makes positive recognition of pupil achievement;
 - supports behaviour management through circle time and PSHE lessons;
 - ensures that if things go wrong, pupils are given the opportunity to put things right.

Aims:

At Windmill Academy we aim to:

- provide an environment conducive to effective learning for all pupils and staff to raise and promote self-esteem in all members of the school community;
- promote consideration and respect for others and the school environment;
- encourage a shared responsibility between home and school;
- provide guidance for staff, children and parents, enabling everyone to know what is expected of them.

Implementation:

A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way, we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance. There are school rules, a code of conduct and school values that describe the behaviour we expect from our pupils. If children break the rules they will receive negative consequences, the pupils who follow the rules, code of conduct and demonstrate our values in their behavior will receive positive individual and class treats. We aim to emphasise this aspect and thus minimise the amount of time we spend in being negative.

Our school rules are as follows:

- Follow instructions the first time
- Hands up for attention
- Keep hands, feet and objects to yourself (do not bring any objects into school other than school equipment/homework unless there is permission, this includes mobile phones)
- No name calling or teasing
- Keep to an appropriate level of noise

Our school rules are the same for pupils in the halls, corridors, playgrounds, and the immediate vicinity of the school and on school visits.

Our Code of Conduct is as follows:

- Respect each other
- Take care of the school environment
- Be kind and considerate of others
- Show good manners at all times
- Think carefully about our actions
- Be honest
- Try, try and try again
- Be punctual
- Be the best people we can be
- Work together as a team

Our school values

These core values underpin our vision and everything we do at Windmill L.E.A.D. Academy. They help guide us to lead more meaningful lives through the choices we make and influence our attitudes and behaviours.

Every month we focus on a core value:

January	<i>Diversity</i>	February	<i>Respect</i>
March	<i>Kindness</i>	April	<i>Adaptability</i>
May	<i>Positivity</i>	June	<i>Reflective</i>
July	<i>Honesty</i>	September	<i>Ambition</i>
October	<i>Courage</i>	November	<i>Teamwork</i>
December	<i>Resilience</i>		

Rewards

Positive recognition motivates the children to observe the rules. Whenever appropriate, rather than drawing attention to disruptive behaviour, the teacher deliberately focuses on children who are behaving well. If this strategy is used consistently, it will have the following effects:

- Encourage the children to behave appropriately
- Increase the children's self esteem
- Dramatically reduce behaviour problems and confrontational situations
- Create a positive classroom environment for both child and class teacher
- Help to teach behaviour and establish positive relationships

Behaviour Tracking system

Classes use a desktop app on the computer called 'Trackit Lights' which awards children (both individually or as a group) positive points and can also award negative points- which are scaled

depending on the severity of the behaviour (see consequences section).

Individual rewards

Children can be awarded positive points for a variety of positive behaviours (three prizes awarded daily to the top three children in each class) from Year 1 – Year 6. This system is therefore transferable to any member of staff teaching in any classroom. Class teachers also use a range of positive incentives to promote positive behaviour.

EYFS – Also collect positive points and have Star of the Week – children are awarded a prize and certificate.

Celebration Achievement Assembly

This takes place every Monday for Y1 – Y6 children. Two children in each class are awarded a Certificate for Achievement. Parents are invited to the weekly Achievement Assembly and every week there is a theme for the Achievement Assembly. The last week of every half term is a 'Star of the Term' Assembly. Two children are chosen from every class, they are awarded a certificate and a special badge to wear.

Every month one child from every class is selected to be a Values Champion, they are chosen as they have demonstrated the month's value in their behaviour. They have a medal and certificate is presented in assembly. These medals are kept in school for children to wear in class.

In each Monday assembly there will be a prize of an additional 10 minute play time for the class receiving the total number of Trackit Lights points each week.

Class rewards:

At each ten-thousand point increment on the Trackit Lights board, there is a class prize awarded (this is decided by the class teacher and the class at the beginning of the academic year. This is usually once a half term.

Consequences

In addition to positive recognition, there must be a vehicle for dealing with disruptive behaviour when children choose not to follow the classroom rules. At the beginning of every year the class will make a list of positive behaviours and revisit the school rules, upon which rewards and consequences are centered on.

Intervention is triggered when the child is seen to be breaking the school rules. The adult will count 1; hold up 1 finger and pause. This is a warning reminding the child that they should stop what it is

they are doing. If the behaviour does not stop then they will say 2, hold 2 fingers up and pause. The child then has another opportunity to stop what they are doing. If the behaviour continues then the adult will call 3 and put three fingers up. This will result in the child's name being recorded on the whiteboard as a sign of disapproval and recognition.

At Windmill the following steps/consequences are followed:-

Every child is given a fresh start each day.

Steps to follow

Step	Stage	Details
	Green points	Positive points
Pre-Steps		Quality provision for the whole class and individual child.
1	Pre-warning	Name on the board
2	Orange points (Consequence)	Warning
3	Yellow points (Consequence)	Miss a playtime
4	Red points (Incident)	Paired class
5	Red (Reflection time)	Reflection time/phone time home

NOTE: the 'Track it Lights' System is reset at the end of the day, children with consequences are recorded and the next day the children start afresh

Progress through the steps – a child should not move from 'time out' straight to a reflection day consequence if they refuse to do time in another class. Parents should be rung and a time found for the child to do the 'time out' session. Under no circumstances must it not be done, as consistency and fairness is essential.

Parents must be informed if their child will have a reflection day due to their poor behaviour. The child will be set work to do by the class teacher. They will have their lunch in the dining hall with their usual sitting and then return to complete their work and think about their behaviour. A form is completed through the Trackit Lights system indicating what the reasons for Reflection time are.

For children that have very complex and challenging behaviour, there should be a bespoke behaviour plan because a reflection day may not be appropriate and lose its impact if it becomes the norm.

For children that have two reflection days in a half term, parents should be again contacted and invited in to discuss their child's behaviour and devise a contract agreement to reinforce expectations of behaviour (Appendix 3). This is reviewed fortnightly until it is deemed unnecessary. If there is no substantial improvement the Headteacher may become involved and discussions with the school's SENCO should be done to consider the child's needs and how we may best meet the child's needs. This may involve outside agencies. (See SEND policy)

In exceptional circumstances a child can be sent immediately to the Headteacher or Deputy Headteacher.

In exceptional circumstances where a pupil is becoming a health and safety risk to themselves or others, a pupil may be placed in a 'calm space' for a limited period to give them an opportunity to amend their behaviour and calm down.

The school operates a red triangle system to alert senior members of staff that help is required.

It is important to stress that this staged intervention is designed to allow the child the opportunity to choose to change his/her behaviour within an identified framework.

When a child's behaviour has caused a serious incident the Headteacher or delegated person will carry out an investigation into the incident. An investigation will be recorded in the class behaviour log. During the investigation a member of staff will speak to the child / children involved to determine what is likely to have happened. Staff can use their previous knowledge of the children in order to come to their final conclusions. The Headteacher or delegated member of staff will then determine the consequence or sanction.

The sanction or consequence must be reasonable and must not breach any other legislation (disability, SEN, equality acts).

Detailed records are kept of both positive recognition and consequences. If a child reaches isolation, a form must be filled in and given to the class teacher.

Lunchtimes

White slips will be issued to any child at lunchtime who is not following the school rules either in the dinner hall or outside on the playground (or in classrooms during wet lunchtime).

Lunchtime Procedure for white slips:

1 white slip	<ul style="list-style-type: none">• Give yellow warning on trackit lights• Child to miss next break time• Inform parents/carers
2 white slips (within one half term)	<ul style="list-style-type: none">• As above• Inform parents/carers that the next stage will be a letter home
3 white slips (within one half term)	<ul style="list-style-type: none">• Give red warning on trackit lights• Child to spend time in paired class (alternate Key Stage)• Letter home to parents/carers (plus Class Teacher to speak to them)
4 white slips (within one half term)	<ul style="list-style-type: none">• Parents/carers to meet with Class Teacher to discuss home dinners for one week

Individual Education Plan (IEP):

All staff are responsible for the behaviour of all the children. It is important that we all involve ourselves in rewarding good behaviour and also show our disapproval and non- acceptance of poor behaviour, following the guidelines in this policy.

When a child is experiencing difficulties with behaviour and the normal classroom sanctions have not worked, as mentioned it will be necessary to consult the Headteacher and inform the SENDCo. Following consultation with the appropriate staff an Individual Education Plan may be drawn up. The principle purpose of the IEP is to clarify what needs to be done in the immediate short term to help the pupil and start to enable the pupil to make progress. A Multi Agency meeting may also be considered if it is felt that there are other issues affecting the child's behaviour and could be addressed through a multi-agency action plan. At Windmill, we also have Individual Behaviour Charts that enable children to have personalised behaviour targets that can be monitored on a weekly basis. These charts are for individual learning sessions, or ten minute intervals depending upon the needs of the child. Children may also work on 5 Point Scale charts to help them identify how they are feeling and strategies they, and adults, can use to help them manage their behaviour.

A meeting will be called to discuss a child experiencing difficulties with the parents/carers and the

class teacher. This usually happens if the parent/child/school contract hasn't been effective. The continuing difficulties will be discussed and then the child will be given a number of targets to achieve and agree a date by which they will be reviewed. The SENCO will be informed and make the necessary entry on the Special Needs Register.

If a child seriously fails to achieve the targets set or continues to be disruptive/badly behaved, a meeting will be arranged as appropriate for the child, parents and appropriate member of staff to closely monitor progress. In addition to this, as appropriate involve other agencies.

Ultimately a child who refuses to behave in an acceptable way may be excluded from the school, for example, violent assault on another child or an adult, verbal abuse/threatening behaviour against a pupil and an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour.

Restrictive Physical Intervention (RPI):

It is recognised by us that there may be occasions when a pupil's behaviour necessitates physical intervention. The DfE clarifies schools responsibilities under the guidance 'The use of Reasonable Force' July 2013, stating that teachers and other staff (who have been authorised by the head teacher) and have lawful control or charge of pupils, have the power to reasonable force in situations where:

- Action is necessary in self – defence or because of imminent risk of injury.
- There is a developing risk of injury, or significant damage to property.
- A pupil is behaving in a way that is in a way compromising good order and discipline.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.

By law, school staff are able to use force and lawful use of this power will provide a defence to any related criminal prosecution or other legal action. However, our school will seek to keep the use of 'reasonable force' to an absolute minimum – our staff must not use force except as a last resort where there is a danger of someone being hurt.

Any form of corporal punishment in the school is illegal, and this ban is absolute. Our school principles are:

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

- Be treated with respect and dignity
- Learn and work in a safe environment and,
- Be protected from harm, violence, assault and acts of verbal abuse

Within this school the following must guide practice:

- The use of Restrictive Positive Handling must NOT be used with intent to:
 - o punish
 - o cause or threaten hurt
 - o oppress, threaten, intimidate or bully; or
 - o secure compliance with staff instruction

Within the continuum of Positive Handling, physical control SHOULD ONLY be used;

- o with minimum and reasonable force rarely and exceptionally;
- o as a last resort where all other courses of action have failed;
- o with the minimum degree of intrusion required to resolve the situation;
- o any use of physical control to be justifiable, reasonable and informed by risk assessment;
- o preventative techniques must have been exhausted;
- o all involved pupils and staff will be provided with opportunities for debriefing as soon as possible following an incident.

Identifying Areas of Concern

Cases of physical intervention should be rare. There may be some pupils which the school identifies as 'of concern'. The school will work to identify these pupils and draw up suitable guidance for staff based around discussions with parents/staff/other professionals.

The school will then train those staff who work closely with the pupils to ensure they understand the triggers and best approaches to support the child.

Staff training

Only members of staff trained by the Local Authority in Restrictive Physical Intervention techniques will be allowed to use physical intervention unless there is an emergency situation and no other members of RPI trained staff are present. A list will be made available to all staff of those with training. Each member of trained staff will also have to attend an annual refresher course.

The school will keep records of all occasions where intervention has been used (Appendix 1) and parents/carers will be informed of an incident involving their child and given an opportunity to discuss with school.

Dealing with incidents

The school will have named staff trained in Restrictive Physical Intervention. Where staff have concerns they will send for the support of a named member of staff to manage the situation. Should a situation develop unexpectedly, staff must apply their professional judgement and only intervene if not doing so places a person at risk.

Staff must:

- Remain calm
- Use non-threatening verbal and body language
- Try to manage the situation without resorting to force
- Give a clear verbal warning that force may have to be used
- Inform the pupil that they will stop using force as soon as possible

Post incident review

Being involved in such incidents may be upsetting for pupils and/or staff. A review must take place between a member of SLT and the staff concerned to:

- Identify any triggers;
- Consider whether the use of force was managed appropriately;
- Consider whether the use of force could have been avoided;
- Identify what we can learn from the incident.

It may be that whole school or specific pupil lessons are learned – these must be identified and acted upon.

A record of the event must be kept and uploaded to MyConcern attached to the child's file. A copy must also be sent the same day to safeguarding@leadacademytrust.co.uk.

A member of staff must discuss the incident with the parents/carers. If a second incident occurs which warrants the use of RPI, the school will then carry out a risk assessment around the child's behaviour and an Individual Handling Plan will be put into place with the agreement of parents, if this is deemed necessary .

Any parental complaints must be managed through the school complaints process.

Play and Lunchtimes:

- When playtime ends a whistle is blown the playground. Children and staff raise their hands when the whistle blows.
- Additional class Trackit Points can be awarded for calm lining up and in class line orders.
- Class teachers must be present when the whistle blows and lead their class into the building when the children are quiet.

Wet play/dinner-times:

Playtimes:

- During wet break times pupils will stay in their classes with their teaching staff.
- Each class teacher is responsible for ensuring that children know what they can and cannot use at playtime to keep them occupied.
- Children must always remain in the classroom unless they have been given permission to go to the toilet.
- Normal school rules, rewards and sanctions apply during this time.

Lunchtimes:

- During wet lunch times children who are not in the hall eating their dinner will remain in their classes.
- Midday staff are responsible for bring each class their wet day play boxes.
- Members of the SLT will also assist in supervising the children.

Procedures

- The teacher on duty in liaison with SLT is designated as having responsibility for deciding whether it is wet playtime and informing the rest of the school.

Use of outside agencies:

The following outside agencies are available to support parents/carers/children who are experiencing difficulty:

- Attendance officer
- Education welfare officer (EWO)
- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS

- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service
- Parent Partnership
- Targeted Family Support

The SENCO and Headteacher/SLT will advise teachers and parents on which service would be most appropriate and how to contact them.

Mutual respect:

At Windmill Academy, we believe that in order to implement a policy of behaviour management effectively, it is essential that there is an ethos of mutual respect. Everyone has the right to their own opinion and to express that opinion but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, by discussion in circle time, by role play and by good role modelling. Respect needs to be apparent between adults, between children and adults and between children. In this way every member of the school is valued and feels valued.

Implementation:

1. Parents:

Parents have a clear role in making sure that their child is well-behaved at school.

2. Staff:

- Treat all children equally, irrespective of gender, sexuality, race, religion or disability.
- Be alert to the signs of all forms of bullying and harassment and deal firmly with it in line with the school policy
- Model excellent and appropriate behaviour
- Play an active part in building a sense of community
- Deal sensitively with children in distress
- Support each other in maintain good classroom management and be sensitive to each other's needs
- Apply the agreed standards of behaviour consistently

3. Children:

- Should treat each other as they would like to be treated themselves, i.e. with tolerance and respect for other's views and rights
- Should accept responsibility for their own choices and actions
- Should dress appropriately in the agreed school uniform. Haircuts and the wearing of jewellery should be in line with school policy
- Respond appropriately and immediately to any reasonable request or instruction made to them by an adult in school
- Should only bring things into school that are relevant to their school equipment or homework projects. Items such as mobile phones are not permitted in school.
- Complete all assigned work within the agreed timescales.

Employed Staff Powers to Discipline Pupils:

Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow reasonable instruction (section 90 and 91 of the Education and Inspection Act 2006)

- The power applies to all paid school staff with responsibility for pupils, e.g. including teaching assistants.

- Staff can discipline pupils at any appropriate time that the pupil is in school or offsite e.g. residential trips or visits
- Staff can also discipline pupils when a pupil's misbehaviour occurs off school premises
- Staff can confiscate pupils' property
- Staff can impose an agreed sanction
- Staff have the power to impose a detention; during the school day e.g. playtimes or preventing a child from taking part in an activity after school or representing the school.

The power to discipline pupils applies to behaviour both in school and out. (In certain circumstances – e.g. bringing the school's reputation into disrepute or incidents of bullying or harassment that affect children in school.)

The Headteacher and DSL's should consider whether a child's behaviour gives cause to suspect that a child might be suffering or at risk of suffering significant harm. Where this may be the case, staff should be directed to follow the school's safeguarding procedures.

Pupils Conduct outside the School Gates:

Staff have the power to discipline pupils for misbehaving outside the school gates, "to such an extent as is reasonable". This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities e.g. offsite visits, residential visits, when representing the school.
- Travelling to and from school
- Misbehaviour when wearing school uniform

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (off site and residential visits).

Confiscation of inappropriate items:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully. At Windmill Academy we will only search a pupil, if necessary and with another member of staff present to act as a witness.

Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated.

Staff also have the power to search without consent for prohibited items, including:

- Knives, weapons
- Stolen items
- Cigarettes, lighters, matches (inc' lighter fuel and propellants)

- Drugs and alcohol
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Any item banned by the school rules such as phones, cameras

Where appropriate, items may be handed to the police. The Headteacher will decide whether it is appropriate to involve outside agencies i.e. social care teams.

Searching electronic devices

Staff may lawfully search for electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Hate and Prejudice Based Remarks:

Any words or actions that cause offence to another person and are considered hate or prejudice based by the offended person will be deemed as such. If this is the case then;

- The pupil will be sanctioned, the Headteacher informed and a record of the incident is kept in the appropriate file.
- Parents are informed.
- AGB are informed via the Headteacher's report.
- In persistent cases, parents may be asked to discuss the matter with the Headteacher and a referral to an appropriate agency made.

Allegations of Abuse Against Staff/Malicious Accusations Against Staff:

An allegation of abuse will be taken seriously; the chair of the governing body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Local Authority disciplinary measures or L.E.A.D.'s disciplinary procedures will be followed where the allegation is found by the governing body to be true.

Where the allegation made by a child or parent is found to be false, the Headteacher will:

- Contact the parent of the child to explain the outcome of the investigation and make clear the seriousness of a false allegation. The parent will be informed that the incident has been formally recorded and subject to data protection and that it may be shared with other appropriate parties.
- Meet with the parent and child (if appropriate) to discuss the matter and possible consequences; in the case of a child lead allegation, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the AGB will seek a written apology in the first instance.
- Exclusion of a child who continues to make false allegations about staff
- In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further advice and support.

Exclusion:

The Headteacher (or Deputy Headteacher in the head's absence) will decide whether to exclude a pupil, for a fixed term or permanently (to be approved by the AAB within 15 days of the exclusion being announced), taking into account all the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Headteacher will consider the following as part of their decision making process:

- Has the school followed the school behaviour management policy and procedures? Could any other sanctions have been used?
- Have the school done everything that they can to support the child? Does the child have any recognised difficulties that could impact on them?
- Would allowing the child to stay in school seriously harm the education and welfare of other pupils and adults?

Once all considerations have been made and if the decision to exclude is agreed the school will follow LA guidelines and procedures.

Dealing with inappropriate behaviour of parents, visitors and other adults in school:

Legal Duty

The school has a duty to ensure that its premises are a safe place to work and visit so therefore must deal effectively with any rude or aggressive visitors to school, including parents.

Inappropriate behaviour

This includes causing any kind of nuisance or disturbance, such as:

- Refusing to follow the reasonable instructions or requests from staff; e.g. refusing to move from a specified area, to cease behaving in a manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety risk.
- Being verbally aggressive, e.g. swearing, threatening or shouting at others on the premises, including visitors to the site
- Being physically abusive e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including visitors

How can the school respond?

1. Verbal warning- senior member of staff can ask the person to stop behaving inappropriately or to leave the premises. Although this warning will be given verbally a written report should be made and kept with the child's records.
2. The police – can be asked to attend school to ask the person to leave, to remove them from the premises or if their behaviour warrants it to arrest them.
3. Warning letter – serious incidents should be followed up by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed
4. Banning letter – if the incident is sufficiently serious or is one of a series of incidents, the Headteacher can ban a person from the premises.
5. Legal proceedings –
 - a) Civil proceedings
 - b) Injunction
 - c) Criminal proceedings

Monitoring, evaluation and review:

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:

- The SENCO will monitor numbers of pupils at various stages of the behaviour plan. This will be done on a termly basis.
- The AGB, via the SEN AGB members, will review progress made and the effectiveness of the policy on an annual basis, in the autumn term.

Appendix1

Record of incident requiring RPI

Pupil name: Staff

Involved:

Names of others present:

Date and time of incident:

Information

	Y/N	Notes
Were staff involved in RPI trained with up to date refresher?		
Does the child have a risk assessment?		
Does the child have a Handling Policy?		
Were procedures followed according to the policy?		

Record of incident

Why was RPI necessary?	
Description of de-escalation strategies	
Identified RPI techniques used	
Description of incident	
How was the incident resolved? As above	

Was a medical check offered to all involved including the CYP? Were any injuries sustained?	
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Follow Up

	Y/N	Notes
Line manager informed		
Parent/carer informed		
Risk assessment written/reviewed		
Alterations shared with staff		
Consequence for CYP agreed		
Safeguarding issues considered		

Signed:

Role:

Date:

Senior Leader's signature:

.

Date:

Windmill Academy

INDIVIDUAL HANDLING POLICY

Name:

Date:

The emphasis in school is on the avoidance of physical intervention, with unsafe behaviour being dealt with through risk assessment, appropriate curriculum planning, de escalation, diversion etc if at all possible.

This policy takes into account the legal framework regarding behaviour management/ SEN/equality and the DfE advice 'Use of Reasonable Force'

The health and safety of XXXXXX, his peers and staff will be the priority alone. Restrictive Physical Intervention will be for the minimum time required to restore and maintain a safe environment.

Context

Behaviours likely to cause harm (see risk assessment)

Known triggers

If a situation is becoming unsafe despite planned strategies, the following de escalation procedures will be followed

In the event of adults being unable to reduce risks then the following techniques/strategies will be used wherever possible.

Once a safe environment has been restored the following procedures will be followed.

Follow Up

Child and staff will be checked for injury

Staff involved in Restrictive Physical intervention will inform SLT and complete a reporting form

Policy discussed with:

Child (name and signature) _____

Parent/carer (name and signature) _____

Class Teacher (name and signature) _____

Support Staff (name and signature) _____

Head Teacher (name and signature) _____

Behaviour Contract between Home and School

Date of meeting:

Name of child:

_____ agrees to work hard to achieve

the following targets (up to 3 targets):

-

Review date: (usually within 2 weeks – earlier if necessary)

Teacher's signature:

Child's signature:

Parent's signature:

Review Summary

Date: