



Windmill Values and Vision

<i>'Every day is a new day'</i>	I	<i>Include everyone</i>
<i>'Be there for each other'</i>	G	<i>Guarantee opportunities</i>
<i>'Aim high'</i>	N	<i>Nurture aspirations</i>
<i>'Do your best'</i>	I	<i>Inspire each other</i>
<i>'Don't give up'</i>	T	<i>Try everything</i>
<i>'Believe in yourself'</i>	E	<i>Encourage independence</i>

Positive Behaviour Policy (including Anti-Bullying) 2022

This policy is based on our values, vision, mission and motto, plus our fundamental school rules:

- **We respect each other**
- **We follow adults' instructions straightaway**
- **We look after our school and ourselves (keeping safe)**
- **We walk in corridors**

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

Ethos

At Windmill, children experience an overwhelming positive and inclusive welcome to school. They are listened to, appreciated and supported. We encourage independence, nurture aspirations and guarantee opportunities. We promote forgiveness, support, optimism, effort, commitment and resilience. We do all of the above by forging strong, reassuring relationships with our pupils and families.

We believe that the best strategy to bring about good conduct and positive attitudes to learning is a strong focus on inspirational teaching and a positive, inclusive approach. We give the biggest emphasis to the rewards children get for achievements and good choices. Page 3 outlines this.

We aim to include every child in a wide range of learning opportunities and we only stop pupils from participating in curriculum activities and/or separate them from their peers if:

- Their behaviour poses a threat or danger to themselves or others
- They have intentionally verbally or physically abused someone

We expect families to support us in upholding our behaviour policy. We will endeavour to communicate effectively with families about pupils' attitudes and behaviours and we trust that parents and carers will give consistent messages about positive and respectful behaviour.

We expect pupils' behaviour to continue to be positive and respectful outside of the school grounds, reflecting well on our school and our community.

Our school motto is '**Enjoyment, Achievement and Aspirations**' and we consider this when assessing pupils' behaviour:

- Pupils should **enjoy** being at school: 'Love school, love learning'
- Pupils should experience **achievement**: 'Celebrate successes, understand failures'
- Pupils should **aspire** to greater things: 'Broaden horizons, realise potential'

School staff should work with families to look out for and help children to experience all aspects of our motto. They will meet together and agree approaches and strategies if pupils are either unhappy, not experiencing success or lacking ambition.

Adult behaviour

We endeavour to make positive praise and celebration of success the overriding feature of each day and to be fair and consistent in our expectations of pupils. We try to communicate clearly those expectations and to give varied opportunities for pupils to make good decisions about their conduct.

Consistently good pupil behaviour is unlikely to be seen unless there is consistent adult behaviour, so at all times, we ask that adults will:

- Treat positive pupil behaviour with passion, enthusiasm, humour, praise and emotion
- Be in control of their emotions and deal with situations in a calm and considered way
 - If this is not possible, they will allow another adult to take over
- Focus on positives, rather than dwelling on negatives
 - Seek to include rather than exclude
- Repeatedly refer back to Windmill's school rules, values and motto
- Follow the agreed rewards and consequences outlined below

Adults can send pupils to seek immediate support from the Inclusion Team or a leader/manager, using **red / yellow triangles** as a visual aid if needed/appropriate (**red** = danger, **yellow** = difficulty).

Pupil behaviour

We expect all pupils to:

- Have attendance at 96% or higher (no more than one day's absence per half-term)
- Arrive for the start of the school day at 8:45am
- Wear correct school uniform
- Have their PE kit, reading book and yellow Learning Diary in school every day

- Be ready to learn quickly, without wasting time
- Allow all other members of the class to learn and the adults to support
 - Listen, without interrupting
 - Follow instructions
 - Do their **best** and let others do the same
 - Be polite and encouraging to others
 - Request help from an adult at appropriate times and in an appropriate way
- Walk in the school building

We will not accept:

- Disruption to learning (**persistent disruption may lead to exclusion from school**)
- Damage to other people's property and the school environment
- Refusal of reasonable requests by adults
- Dishonesty, including stealing
- Bullying of any kind including name-calling, hurting others, threats and intimidation
- Racism, homophobia, transphobia or sexism (name calling and any type of harassment)
- Anything illegal being brought into school, including weapons, drugs or stolen items
- Pupils chewing gum on the premises or consuming 'energy drinks' before school
- Abusive or foul language
- Violent behaviour with intent to injure another person

All of the above is encompassed by our school rules:

- **We respect each other**
- **We follow adults' instructions straightaway**
- **We look after ourselves, each other and our school**
- **We walk in corridors**

Rewards

The overriding ethos of our school is positivity and inclusivity.

We look for all opportunities to reward and we do this in a very public way through the use of Class Dojo (www.classdojo.com), good news slips sent home, celebration assemblies, Stars of the Week, mentions in our Weekly Bulletin, annual awards (including our Honours Boards in the entrance foyer).

Often, rewards are not tangible – they are smiles and kind words (and we aim to give those away liberally). We are also happy to give out stickers, because they can mean a lot to children who lack self-esteem.

Class Dojo points can be earned each day and exchanged for high street vouchers at the end of the school year. They can be earned for:

- Impressing the class teacher (1 point)
- Demonstrating our school rules to others (1 point)
- Demonstrating our school values to others (1 point)
- Homework – memorising maths facts or spellings to equal or improve on their personal best in a weekly test (5 points)
- Homework – reading five times a week (5 points)
- Doing something amazing (4 or 5 points)
- Being chosen as Star of the Week (5 points)
- Representing school (3 points)
- 100% Attendance (5 points)

Possible escalation of rewards during a school day:

- Positive praise from adults in the classroom and other places in and around school
- R1: Class Dojo point
- R2: Further Class Dojo point
- R3: Further Class Dojo point
- R4: Good news slips (from teachers to families explaining something a child has done well)
- R5: Seeing the headteacher/senior member of staff (to share good work or behaviour)
- R6: Star of the Week award (the chosen pupils come to the front of an assembly and the teachers explain why those pupils have been chosen and the pupils receive a sticker to wear and a certificate to take home)

It is possible for a child to jump straight to R4, R5 or R6 if they have done something particular that impresses a member of staff. Teachers are encouraged to aim to give three Good News slips out each day and to send a child to see a senior member of staff once a week.

Other rewards

- **Stickers** for reading bookmarks (Bronze = 50 points, Silver = 100 points and Gold = 150 points), plus a free book for 175 points
- **Golden time** (Friday afternoons for 20-30 minutes) for pupils who have completed the expected homework (and have completed their Learning Diaries)
- **100% attendance certificates and cakes** (for each term)
- **Annual awards** (usually just for Year 6 pupils) for Attainment/Progress, Maths, English, Sport, Creative Arts and School Council work (pupils' names will go onto the school honours boards in the entrance foyer – permanently)

Class teachers may also add their own reward ideas to supplement all of the above.

Consequences

Alongside our overarching positive and inclusive approach, we have a clear sequence of consequences because we have seen that children respond well to clear expectations and a clear framework of responsibility and accountability. This approach gives children several opportunities to make good choices and to understand how not keeping to our rules and values can affect others.

Possible escalation of consequences during a school day:

- Warning
 - Member of staff says what is happening, reminds of school rule/value and explains the good choice that is needed:
 - e.g. “You are talking while I’m talking. That is not respectful behaviour. Stop talking please, or it is a C1.”
 - or, (more serious) “You are preventing other children from learning. If you carry on, you will go straight to C4. You will leave the classroom so that we can get on with our learning.”
- C1 – First negative behaviour – Name on board and 1 tick
 - Member of staff writes pupil’s name on the board and says what is happening, acknowledging the positive behaviour of others
 - e.g. “You have continued to talk. You are now on a C1. Thank you to those not talking.”
- C2 – Second negative behaviour – Additional tick by name and warning
 - Member of staff says what is happening:
 - e.g “You are not making an effort with your work. That is not following my instructions. You are now on a C2.”
 - Member of staff then tries speaking calmly, quietly and supportively with the pupil, perhaps coming down to the pupil’s eye level.
- C3 – Third negative behaviour – Additional tick by name and warning
 - Member of staff says what is happening:
 - e.g. “You have chosen to talk/not make an effort/other. You are now on a C3, which is one step away from having to leave the classroom because your behaviour is not respectful to others.”
 - Member of staff gives another, reasonable positive choice option to achieve success:
 - Say the amount of work a child must do by a given time
 - Move seats
 - Alternative activity
 - Take a 1 minute time-out, asking the pupil needs anything in order to improve
 - At this stage, definitely consider asking the Emotional Literacy Coordinator for advice
- C4 – Fourth negative behaviour – Time Out of classroom
(or immediate C4 for behaviour intended to prevent others from learning)
Now logged on CPOMS by the lead adult dealing with the situation. They must also inform the lead member of classroom staff about the consequence
 - Member of staff says what is happening
 - e.g. “You have now moved to a C4 because... so you can no longer stay in the room.”
 - Members of staff ensure that pupil is taken to a neighbouring classroom or the Inclusion Rooms, with the work they need to complete (this must be discussed with the Emotional Literacy Coordinator before this decision is made)
 - Deputy Headteacher or the Emotional Literacy Coordinator to be involved in supporting the pupil and warns about C5
 - Pupil may return to class after one hour, if the work is completed and the Emotional Literacy Coordinator considers the pupil’s attitude to be appropriate. If a longer

segregation is needed, this will be decided by the Emotional Literacy Coordinator and communicated with the member of staff

- On return to the class, the member of staff will discuss the pupil's behaviour and how to avoid getting to C4 in the future – Restorative Practice is recommended (Appendix 2)
- The Emotional Literacy Coordinator will inform the pupil's family of the C4
- C5 – Fifth negative behaviour – After School Detention (lunchtime detentions may also be used at the discretion of the Deputy Headteacher or Emotional Literacy Coordinator
(or immediate C5 for violent/abusive behaviour, walking away from a member of staff, leaving a classroom without permission, swearing, rudeness, refusing to follow instructions*, refusing to wear school uniform, not doing C4)
Also logged on CPOMS by Emotional Literacy Coordinator
- Member of staff says what is happening
 - e.g “You have refused to complete your C4 appropriately OR You have >done one of the above immediate actions<. You have now moved to a C5. You will now be in after school detention in the Inclusion Rooms.”
- *If a pupil is refusing to follow instructions, members of staff must have asked twice:
 - “Can you please...?”
 - “Are you refusing to do what I have asked you to do – because that will mean you will have a C5?”
- On return to the class, the member of staff will discuss the pupil's behaviour and how to avoid getting to C5 in the future – Restorative Practice is recommended (Appendix 2)
- Family is informed of the C5
- After three C5s for the same pupil within a six-week period (half a term), the process should be started for a concern about parenting. It is possible that at this point an Early Help form should be completed and a parenting class offered (although these are voluntary)
- C6 – Fixed-term exclusion
 - Emotional Literacy Coordinator advises the headteacher or deputy headteacher whether a C6 is necessary (see below)
 - The deputy headteacher will contact the pre-exclusion hotline on 07816372459 for advice before giving the final advice to the headteacher
 - If an exclusion is decided, the family is informed of the fixed-term exclusion by phone and by letter
 - This must be followed by a reintegration meeting between Emotional Literacy Coordinator, the pupil and a parent/carer (it may also be helpful for the headteacher or deputy headteacher to be involved)

Further clarification about consequences

Time Out (C4)

A C4 is an appropriate consequence for behaviour intended to prevent others from learning or for the next step above C3 (third occasion of negative behaviour).

A C4 consequence begins immediately and continues for at least one hour (decided by Emotional Literacy Coordinator) or deputy head. When working in another classroom or in the Inclusion Rooms for a C4, pupils must complete their work in silence, supervised by a member of the Inclusion Team or a senior member of staff. Work will be provided by the pupil's class teacher and minimal support will be given by the supervisor so that the pupil can access the task. Pupils will be allowed comfort breaks and a period of time to eat lunch, but no playtimes during the period of

segregation. For younger pupils, an appropriate family member may be asked to stay with the pupil for a few minutes at the start of the day in order to explain and reinforce the consequence.

Detentions (C5)

After-school detentions are 60 minutes for KS2 and 30 minutes for EYFS/KS1. It may take place on a subsequent day if families request this and there is a valid reason. In the detention, pupils begin by doing a verbal or written activity to consider the school rules and values, followed by a period of reflection time. It may also be necessary for the pupil to complete any work that should have been completed during the school day. Refusal to complete a detention will result in a fixed term exclusion (C6). In some cases, detentions should still be completed if 'owed' after returning from a fixed term exclusion.

Fixed-term Exclusion (C6)

If pupils misbehave in a C5 detention or refuse to attend, a warning will be given and the child's parent/carer consulted before a C6 (fixed-term exclusion) is issued.

For a fixed-term exclusion, a pupil is required to stay at home under appropriate family supervision. Appropriate work will be made available for the family to collect. For any single period of exclusion lasting longer than 5 days, the school will offer tuition to take place either at the family home or in another suitable place. A reintegration meeting is required prior to the pupil returning to school, with the pupil and a parent/carer attending.

A fixed-term exclusion will never be used without considerable thought from members of staff and approval from the headteacher or deputy headteacher. A pupil can be excluded from school for a maximum of 45 days in any one school year.

Permanent Exclusion

This is the most severe sanction available to a school. It is therefore very rarely used at Windmill Primary School and is reserved for the most grave or repeated breaches of discipline, where the headteacher feels that the relationship between the school and pupil has entirely broken down, or that the pupil represents such a threat to the education or safety of others that the only solution is a fresh start at another establishment.

In the case of a permanent exclusion, the Local Authority will find an appropriate placement in another school. In such cases, families are always notified and their right to appeal is explained.

For pupils deemed to be at risk of permanent exclusion, a meeting is held between the school and the family to agree the improvements that are required and the plan to bring about those improvements. Those present at the meeting should include: the headteacher or deputy headteacher, the Deputy Headteacher or Emotional Literacy Coordinator, parents/carers and the pupil. It may be helpful to also have the pupil's class teacher and other adults to support the parents/carers. If the plan does not bring about the necessary improvements within an agreed period of time (usually six weeks), a managed move to another school may be considered as an alternative, which can be referred to Fair Access Panel.

Fairness and consistency

When parents/carers are to be contacted about behaviour (i.e. letters home, meetings with families, detentions, exclusions), the Deputy Headteacher or Emotional Literacy Coordinator should be involved. A key aspect of that role is to ensure there is fair and consistent application of school rewards and consequences.

Damage to property

Families will be required to pay for any damage caused deliberately by a pupil including books, equipment and to the building itself.

Playtimes and lunchtimes

- At playtimes and lunchtimes we expect the school rules to be followed:
 - **We respect each other**
 - **We follow adults' instructions straightaway**
 - **We look after ourselves and our school**
 - **We walk in corridors**
- After a warning, staff can have a pupil stand with them for a period of time before escalating to further consequences (detentions, etc.)
- Pupils who do not follow school rules at playtimes will be asked to spend the time at home, supervised by an appropriate family member.
 - This can be enforced with a fixed-term exclusion

Positive courses of action to address behaviour concerns

Use of the Inclusion Rooms:

- The Sensory Room
 - A safe, soft space for children to play, relax, use up energy (alone or with friends)
- The Blue Room
 - An uncluttered, unstimulating place for children to concentrate (alone but supervised)
- The Partridge Room
 - When concerns about children's behaviour are linked to Special Educational Needs or Disabilities (SEND), this is a small, calm classroom where activities are specifically tailored to children's learning needs
- The Butterfly Room
 - Pupils requiring special support for behaviour may be temporarily relocated for all/part of the school day to this bright, welcoming room, supervised by Inclusion Assistants. This must be agreed between the teacher, Deputy Headteacher or Emotional Literacy Coordinator.
 - A timeframe and success criteria will be proposed for the placement of those pupils by the teacher and approved by the Deputy Headteacher or Emotional Literacy Coordinator.
 - The aim will always be to reintegrate pupils back into their classes.
 - Teachers of those pupils will welcome them back into the classroom (Appendix 2) and continue to be responsible for them accessing an age-appropriate curriculum (the pupils will continue to be part of their weekly planning).

Referrals

- Where a child has received a range of interventions from the school and this has not resulted in improvement, the school will seek guidance and support from the Local Authority or other agencies, for example:
 - Telford & Wrekin's Behaviour Support Team*
 - Pupil Referral Unit (The Linden Centre)*
 - Special School provision (Queensway, Haughton schools)*
 - Family and Education Support Worker
 - Statutory Assessment, involving an Educational Psychologist (EP) and/or a Learning Support Advisory Teacher (LSAT) and/or Child and Adolescent Mental Health Services (BeeU)

* These referrals usually go to Fair Access Panel (FAP)

- FAP meets every month and consists of a group of experienced staff, including; Headteachers, Head of School Improvement, Behaviour Support, Educational Psychologist, staff who lead and manage the Linden Centre, Pupil Referral Unit for Key Stage 1 and 2 (PRU) and any other specialist staff.
- The school works with families to present evidence about the difficulties that a child is having and the strategies that have already been tried.
- The school will ask FAP to recommend further support which may include:
 - An intervention period of 12-16 weeks at the Linden Centre PRU
 - Support in school by Inclusion Mentors
 - A modified timetable
 - A managed move to another school
- During the agreed time, families are informed of advice, events and progress towards reintegration back into mainstream school, if this is appropriate.

Modified timetable (in conjunction with the Local Authority Attendance Support Team)

- Usually to prevent probable exclusion, the school may instigate a modified timetable.
- This is a reduced amount of time spent in school, where work is provided by the school and the child completes this at home.
- Paperwork for this is completed by the school and signed by the parents.

- A review date is set, with the intention that the child is integrated fully back into school.
- All paperwork has to be sent to the Local Authority.

Special Educational Needs and Disabilities (SEND)

When considering the behaviour of any pupil with SEND, we will carefully consider whether the pupil understood the rule or instruction and whether they were unable to act differently on account of their SEND need. Staff will then assess if it is appropriate to apply a consequence and if so, whether any adjustments need to be made to the consequence.

Pupil Support and Equal Opportunities

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from the Learning Support Advisory Teacher (LSAT), an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

Looked After and Previously Looked After Children

For the purposes of this policy, the school will strive to, within the best of its ability, make provision for successful school attendance and, where appropriate, behaviour support for Looked After and Previously Looked After children.

Looked after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs (usually SEMH). These past experiences can often impact on their behaviour. The school recognises how important this is when considering how best to support the child. Therefore, staff will endeavor to have an understanding of the impact of trauma and attachment in an educational environment when they are applying the school's behaviour policy.

The school will make timely communication with the Virtual School Headteacher, Social Worker and Carers, so that the school can be supported in deciding the best course of action to support the child with improving their behaviour and to avoid exclusion being necessary. An individualised programme to support the behaviour of a LAC pupil may be appropriate as part of this. Virtual School Headteachers have a key role to ensure these children have the maximum opportunity to reach their full educational potential. The school strives to work in partnership with the Virtual School Headteacher and the Local Authority to safeguard and promote the welfare of a child looked after by them. This includes a specific duty to promote the child's educational achievement.

Where the behaviour of a looked after child is a concern, the school will seek to communicate these concerns to all necessary agencies as efficiently as possible. The school also recognises its role in supporting agencies with the identification of a looked after child's emotional and mental health needs and the impact that these elements could have on behaviour.

Behaviour outside the classroom and beyond the school perimeter

Leaving the classroom or school grounds without permission

The law and legal framework concerning missing or runaway children states;

“Anyone who has care of a child without parental responsibility may do what is reasonable in all circumstances to safeguard and promote the child’s welfare (Children Act 1989 s3 (5)). It is likely to be “reasonable” to inform police, or children’s services departments, and if appropriate, their parents, of the child/young person’s safety and whereabouts.”

If a pupil runs out of a class we will try to establish where they have gone. One member of staff will not run after them but attempt to monitor where the pupil is. Another member of staff will send a message to the Inclusion Team to request support. If it was a teacher or cover supervisor who was initially monitoring the location of the pupil, they should return to their teaching responsibility as soon as a member of the Inclusion Team is able to take over.

If possible, the member of staff monitoring the location of the pupils should remain unseen by the pupil, so as not to provoke the pupil to run further away. ***As is our agreed approach with all disruptive behaviour, adults will treat the incident cold, mechanical, dispassionate response so as not to be seen to give special attention to this behaviour.*** The exception to this would be if the pupil was frightened about something.

If a pupil goes outside of the perimeter fence, a member of staff should still attempt to monitor his/her location without being conspicuous. The pupil’s family should be contacted if he/she leaves the school grounds and should be informed if a member of staff can still see them.

If a pupil is no longer on school premises and cannot be seen, the family should be informed that the school intends to contact the police. If the family member requests a period of time (up to 15 minutes) to find the pupil without the police being contacted, this should be respected, but after that agreed time, the school should contact the police, even if it is against the family’s wishes.

If the family cannot be reached, the police will be informed that a pupil has left school and is at risk.

The power to discipline beyond the school perimeter

Disciplining beyond the school perimeter covers the school’s response to all non-criminal negative behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The governing body must be satisfied that the measures proposed by the headteacher are lawful (see appendix 2).

Searching and confiscation

The headteacher, deputy headteachers, inclusion manager and phase managers have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline (see appendix 3).

Pastoral care for school staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the headteacher to draw on the advice in the ‘Dealing with Allegations of Abuse against Teachers and Other Staff’ guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Physical intervention

We follow the principles of **MAPA (Managing Actual and Potential Aggression)**.

The underpinning values and philosophy are: **Care, Welfare, Safety and Security**.

The primary objectives are to:

1. Identify behaviour that indicates an escalation toward aggressive and violent behaviour and take appropriate measures to avoid, decelerate, and/or de-escalate crisis situations.
2. Assess the level of risk associated with crisis behaviour and make appropriate decisions related to the management of such risks.
3. Use suitable and acceptable physical interventions to reduce or manage risk behaviour.
4. Identify the impact of crisis events and describe post-crisis responses which can be used for personal and organisational support and learning.

We follow the Crisis Development ModelSM according to MAPA, so that staff attitudes are appropriate to pupils' behaviour levels:

1. Pupil behaviour = ANXIETY; staff attitude = SUPPORTIVE
2. Pupil behaviour = DEFENSIVE; staff attitude = DIRECTIVE
3. Pupil behaviour = RISK BEHAVIOUR; staff behaviour = PHYSICAL INTERVENTION
4. Pupil behaviour = TENSION REDUCTION; staff behaviour = THERAPEUTIC RAPPORT

We adhere to the advice below, which is taken from the MAPA handbook:

'Physical intervention should be absolutely avoided at all times unless there is no safer alternative and the risks of not intervening are greater than the risks of physical intervention. There are many legal, professional, and regulatory implications associated with the use of physical interventions, as well as the important issue of human rights. Physical intervention is not without risk, so it is important that organisations authorise and approve the specific interventions that can be used and ensure that staff are suitably trained and competent.'

It is essential that physical intervention is used only as a last resort to manage risk behaviour when all other reasonable non-physical approaches have been exhausted and failed to prevent the situation from occurring. If the person is no longer responding to reason and presents a risk to self and others, staff have a legal, professional, and moral duty of care to prevent or minimise harm. Physical interventions should never be used to enforce rules or as a punishment, and should not rely on pain-inducing techniques. People who are subject to physical interventions are often vulnerable, so organisations should ensure that a suitable policy is in place which safeguards vulnerable people from the misuse or abuse of such interventions.'

Accounts of all incidents involving physical intervention should be written (see appendix 4 for guidance) and the family will be informed by telephone on the same day.

We emphasise the importance of stage 4 of the Crisis Development ModelSM above, in which the member of staff should make all attempts to re-establish a positive relationship. It may be that a short, calming, enjoyable activity takes place to facilitate this tension reduction. It should be clearly communicated to all parties that this is not a reward, but a necessary part of establishing therapeutic rapport. When that is established, a member of staff should explain to the pupil what will happen next, beginning to offer him/her a range of safe choices as he/she regains self-control.

Consequences and communication after a violent/abusive incident

An appropriate consequence will be decided in consultation with the Deputy Headteacher or Emotional Literacy Coordinator and will take other factors into consideration:

- Why did the incident happen? Was there a trigger? Is it a recurrence/trend/pattern/copying?

The outcome of the incident, including details of an agreed consequence should be communicated to the victim/s, pupils witnessing the incident (sometimes this might be the whole class or the whole school in assembly), members of staff who were involved, the headteacher and/or deputy/ies.

Bullying and Abuse by pupils

Staff and governors at Windmill Primary School do all they can to prevent bullying and abuse of any sort. We want to ensure that everyone in school feels safe, within a supportive and caring environment. A key element of our school vision is to include everyone, which we do without prejudice – all abilities, all backgrounds, all needs.

Definition of bullying

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sports teams, in friendship or family groups or in the workplace.

There is no legal definition of bullying. But it is usually defined as:

repeated behaviour which is intended to hurt someone either emotionally or physically

It is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Examples of abuse of power might be:

- An older or bigger person against a younger or smaller person
- A group of people against a single person
- A confident or large group against a timid or small group

Bullying might involve:

- Physical assault
- Verbal abuse (name-calling, teasing, offensive remarks, etc.)
- Online (cyber) bullying (abusive comments on social media, text messages, email, etc.)
- Indirect emotional torment (excluding from social groups or spreading rumours, etc.)

Bullying might be:

- Obvious, overt and intimidatory
- Hidden, subtle and underhand
- Associated with racism, sexism, intolerance of faiths/beliefs, homophobia, transphobia, Special Educational Needs, disabilities or physical attributes (hair, body shape, etc.)

Action against bullying

The most important thing is to **tell someone** – an adult preferably (parent, carer, member of staff, other trustworthy adult, etc.).

If a victim does not tell someone, things could get worse!

To help stop bullying, we can:

- Be friendly towards anyone we know is being bullied, including them in your social group
- Not laugh or join in if someone is being bullied
- Say out loud when we don't like what is going on
- Tell an adult what is happening

Families can look out for signs of bullying (child is reluctant to come to school, clothes or possessions missing or damaged, needing extra money, unexplained cuts/bruises, behaviour changes, not wanting to talk about school and friends). They can try talking with the child, making a note of anything they say. The child should be encouraged to tell a member of staff at school. Families should also contact school, usually asking for the Deputy Headteacher or Emotional Literacy Coordinator. We do not advise families to tell children to hit back – it usually makes matters worse.

Members of staff will report any concerns of bullying to the child's teacher who will carry out the first part of the investigation. The investigation may then be passed to a phase manager, senior leader or Emotional Literacy Coordinator.

Pupils should be reassured that their concerns are being taken seriously and will be investigated. Teachers, leaders and managers should deal with investigations and follow-ups swiftly and thoroughly. The Alleged Bullying / Abusive Incident Report and Investigation Forms should be used and filed in the Bullying / Abusive Incidents file in the deputy headteacher's office. The deputy headteacher will ensure that the electronic CPOMS system is updated. If the allegations are found to be true, there should be an appropriate consequence for the perpetrator. The families of the victim(s) and perpetrator(s) should be informed.

Child-on-child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer-on-peer abuse within our school and beyond. Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child-on-child abuse will not be tolerated or passed off as part of "banter" or "growing up" and we understand that nonrecognition/downplayinof g the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it is normal and not coming forward to report it.

We recognise that child-on-child can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery.
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour.

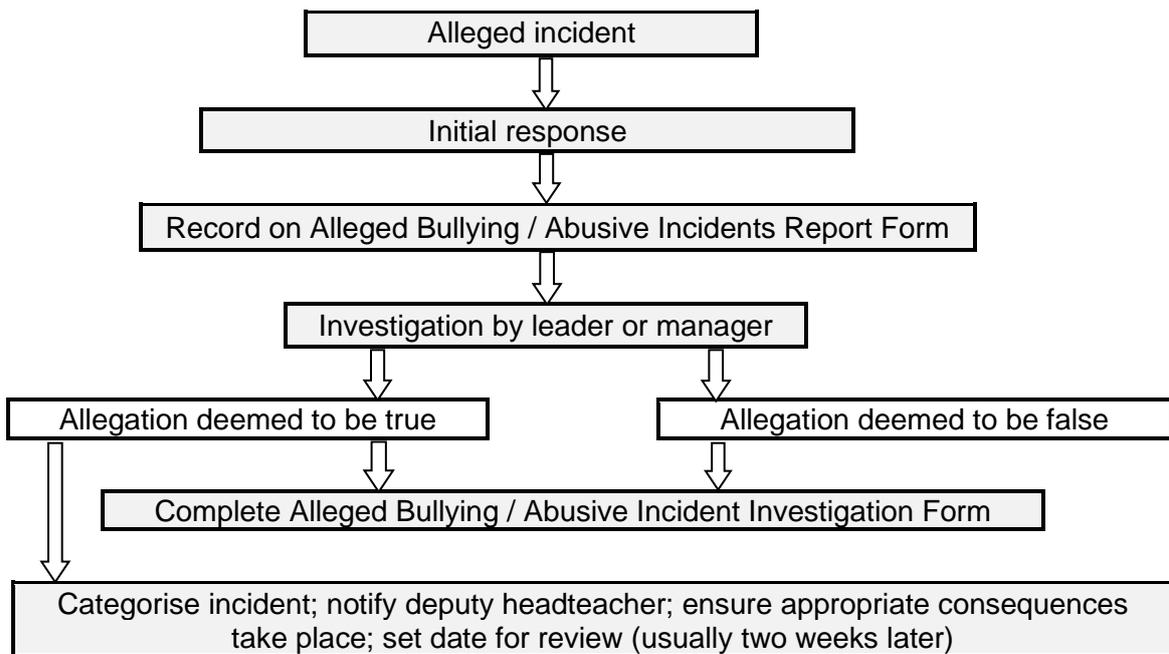
In cases where child-on-child abuse is identified, we will follow procedures outlined in the child-on-child abuse policy taking a contextual approach to support all children and young people who have been affected by the situation. In these cases, the child-on-child abuse policy supersedes this policy.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Abusive Incidents

Overview of actions to be taken:



Racism / Sexism / Homophobia / Transphobia

- We promote British Values, which are:
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect
 - Tolerance of different faiths and beliefs
- We therefore reject prejudice and discrimination and embrace a culture of inclusion.
- We treat prejudiced / discriminatory attitudes and behaviour seriously and respond immediately, implementing consequences for perpetrators and support and affirmation for the victim.
- We always involve families.
- We listen to all parties, reinforcing the school's culture of inclusion and British Values.
- We address underlying issues
 - e.g. an incident may not be racist/sexist/homophobic/transphobic in origin – it might be a general dispute in which abuse has been used: in which case the original issue should be sorted out as well as the use of the unacceptable words that made it a racist/sexist/homophobic/transphobic incident
- We make sure these issues are covered in the case of bullying – not just treating incidents as bullying, but also being able to explain why it is a racist/sexist/homophobic/transphobic incident.
 - If it is judged not to be a racist/sexist/homophobic/transphobic incident this MUST be explained to the parties involved. The incident might still be an infringement of the school's behaviour policy which needs a response.
- We address the perpetrator's behaviour and correct prejudices.
- Victims have a right to refer cases to the police if their parents so wish and all parties have a right to appeal to the Governing Body.

Cyber Bullying

We will work with families to address any incidents of online bullying between pupils of Windmill Primary School. We educate pupils on e-safety and we treat online bullying just as seriously as any other form of bullying.

Our advice is:

- For the child not to respond to any abusive messages
- Secure and preserve any evidence
- Inform the named online safety officer – Jason Millington
- Inform the sender's e-mail/messaging/social media service provider
- Inform and request the comments be removed if the site is administered externally through the school's named online safety officer, Jason Millington.
- Families of the children involved should be involved in dealing with any incidents
- Families should endeavour to trace the origin of the abuse and might consider informing the police depending on severity or repetitious nature of offence
- Send all evidence to CEOP at ww.ceop.gov.uk/contact_us.html

Please also refer to the ICT Acceptable Use of Technology policy, including e-safety report and investigation forms.

Appendix 1

The power to discipline beyond the school perimeter

Disciplining beyond the school perimeter covers the school's response to all non-criminal negative behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The governing body must be satisfied that the measures proposed by the headteacher are lawful.

Any negative behaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to/from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or, negative behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

As a result of any of these behaviours, a deputy headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the pupil involved will be contacted and invited into school to discuss the matter. Consequences for the behaviour will follow those issued by the school for negative behaviour during the school day. Parental support will be sought for consequences which they are able to administer outside the school day.

Following any incident, the headteacher or deputy headteacher will consider whether it is appropriate to notify the police or Community Support Officers on Brookside of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, safeguarding procedures would be followed.

Appendix 2

The Importance of Restoring a Relationship (Restorative Approaches)

We want our children to learn from their experiences – particularly those that result in a crisis - and to develop increasingly healthy, pro-social behaviour responses. It is therefore worthwhile routinely encouraging them (as appropriate in the circumstances) to use the 3Rs, just to reflect on what happened, to repair any damage (to themselves or others) and to restore (themselves and others) to their previous (or improved) good selves.

Where a response to unacceptable behaviour still leaves a lasting impact for that child or for others, it will often be necessary to take formal steps to review how to learn from mistakes and restore relationships. This can include restoring relationships with other children as well as teaching staff or other adults. It also helps the individual(s) concerned to draw a line under the matter and move on. The process can only start when the individual(s) concerned is/are calm and ready to learn from the experience. It may take time and it may be something that an adult will have to come back to over a few hours or even days.

The aim is to demonstrate that it is very possible to learn from a negative experience; to work out what went wrong and why; to make amends; and to help avoid it happening in the future. In this respect the process is a positive one and teaching staff find that it helps to reinforce this by using a template of standard questions. Almost always, they will sit with the child/ren and work through the questions and responses with them.

The questions would include any or all of the following:

- What (in your words) happened?
- What do you think the people involved were thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned to make a different choice next time? (Next time I will...)
- What would you like to happen next?
- How can we make things better for _____?
- 10
- If everything was going to be OK, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to go back to your lessons/activities/friends?
- What do you think _____ might need?

Appendix 3

Searching and confiscation

Searching with consent (schools' common law powers to search)

School staff can search pupils **with their consent for** any item if the pupil agrees.

1. The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.

2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical from completed), knives, firearms, sprays, alcohol or stolen items.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent (what the law says)

If there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item (knives or weapons, alcohol, illegal drugs, fireworks, pornographic images and stolen items) the headteacher and any members of staff authorised by the headteacher may carry out a search without consent, as long as the person searching is the same sex as the pupil being searched and there is a witness (also a staff member) who, if at all possible, should be the same sex as the pupil being searched.

Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

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

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil. The powers only apply in England.

Authorised members of staff

At Windmill Primary School, the headteacher, deputy headteacher and any managers on the school staff are authorised to use the above powers. Staff other than the headteacher may refuse to undertake a search.

During the search

Extent of the search – clothes, possessions and trays

What the law says:

Pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. **'Outer clothing'** is clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes trays, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Under common law powers, schools are able to search trays/lockers for any item provided the pupil agrees. Pupils will have a tray/locker on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Use of force

Reasonable force may be used by the person conducting the search if the pupil is suspected to have any of the items listed above (see appendix 4).

After the search

The power to seize and confiscate items – general

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects them from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol**, they will retain it for return to the parent.
- Where they find **controlled drugs**, these will be delivered to the police as soon as possible.
- Where they find **other substances** which are not believed to be controlled drugs, these will be confiscated if a teacher believes them to be harmful or detrimental to order and discipline.
- Where they find **stolen items**, these will be delivered to the police or returned to the owner, providing it is safe to do so.
- **Fireworks** may be retained or disposed of.
- **Pornographic images** may be disposed of unless it may constitute a specific offence (extreme or child-related) in which case it must be delivered to the police.
- Any **weapons or items which are evidence of an offence** will be passed to the police as soon as possible.

It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

School may examine data on a confiscated electronic device if the headteacher suspects that it may be used to commit an offence. They may delete data or files if they suspect it could be used to cause harm, disrupt teaching or break school rules, unless they are going to give the device to the police. Any material found to be evidence relating to an offence should not be deleted. If the device is not to be passed to police, it may be retained by the school as evidence as a breach of discipline.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search, however as good practice we will do so whenever a search and/or confiscation has taken place.

The school will inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.

Complaints about screening or searching will be dealt with through the normal school complaints procedure.

Windmill Primary School

Search and Confiscation Record

Name of child:

MALE / FEMALE

Class:

Date and time:

Reason for the search:

Names of staff carrying out the search and those staff acting as witness (include title)

1.

2.

Items found:

Other agencies involved (list with name and title):

Family contacted? YES / NO

If yes, what was the immediate response?

Family agreed to meeting? YES / NO

Summary of meeting:

Consequences / next steps:

Any further intervention or agency involvement required? YES / NO

Details:

Signed:

Print name:

Designation:

Date:

Appendix 4

The use of reasonable force

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.

- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

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

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

At Windmill Primary School, we might use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves or damaging property.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Unacceptable risks

A panel of experts identified that certain restraint techniques present an **unacceptable risk** when used on children. The techniques in question are not part of MAPA, but are listed below:

- 'Seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing.
- 'Double basket-hold' which involves holding a person's arms across their chest.
- 'Nose distraction technique' which involves a sharp upward jab under the nose.

Staff training in Managing Actual and Potential Aggression (MAPA)

A selection of contracted staff participate in annual training in MAPA, so that they are safely able to intervene using reasonable force in the school. The Deputy Headteacher or Emotional Literacy Coordinator must be informed of any occasions where physical interventions and MAPA techniques have been used.

Telling parents when force has been used on their child

All incidents of reasonable force are recorded in order to support the child and staff involved.

What happens if a pupil complains when force is used on them?

- Complaints about the use of force should be investigated thoroughly and promptly.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

See also Physical Intervention Policy

Windmill Primary School
Record of physical interventions (use of MAPA)

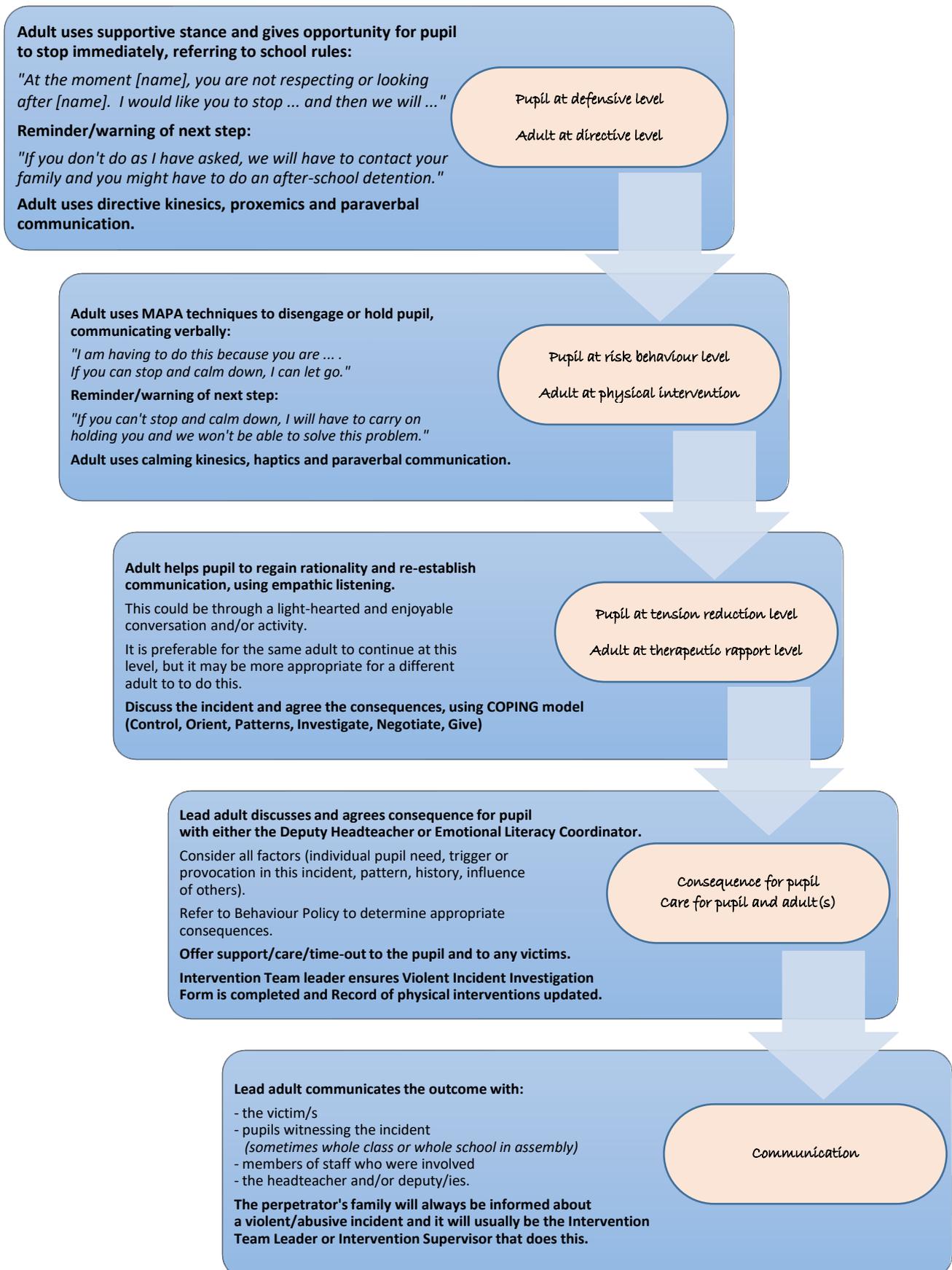
Name of pupil:	Date/time physical intervention started:
Staff involved: (include changes)	Location(s):
Notes:	Time physical intervention ended: Duration:
Resolution (including details of Tension Reduction, Therapeutic Rapport and agreed consequence/s):	

Name of pupil:	Date/time physical intervention started:
Staff involved: (include changes)	Location(s):
Notes:	Time physical intervention ended: Duration:
Resolution (including details of Tension Reduction, Therapeutic Rapport and agreed consequence/s):	

Name of pupil:	Date/time physical intervention started:
Staff involved: (include changes)	Location(s):
Notes:	Time physical intervention ended: Duration:
Resolution (including details of Tension Reduction, Therapeutic Rapport and agreed consequence/s):	

Appendix 5

Flowchart for dealing with violent/abusive behaviour



Appendix 6

REPORT FORM (STAGE 1)

Incident Number: _____

CONFIDENTIAL – WINDMILL PRIMARY SCHOOL

ALLEGED BULLYING/ABUSIVE INCIDENT REPORT FORM

Person observing or reporting to complete as soon as possible and pass to Deputy Headteacher

Date		Time		Location	
Person completing form					
Role/status					
Person making allegation					
Role/status					

Type of Incident (please tick all relevant box/es)

<input type="checkbox"/> Verbal abuse or threats (please detail)
<input type="checkbox"/> Physical (please detail)
<input type="checkbox"/> Cyber-bullying (please detail e.g. Facebook, text messages)
<input type="checkbox"/> Homophobic/Transphobic (please detail i.e. what makes it homophobic/transphobic?)
<input type="checkbox"/> Racist (please detail i.e. what makes it racist?)
<input type="checkbox"/> Sexual (please detail i.e. what makes it sexual?)
<input type="checkbox"/> Other (please details e.g. emotional abuse, gangs, stealing, provocative behaviour...)
Comment / further detail: (include names of people involved – outside school too, if relevant)

Those involved

Alleged victim/s	
Alleged perpetrator/s	
Witnesses	
Written account of incident provided?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Signed _____

Date _____

CONFIDENTIAL – WINDMILL PRIMARY SCHOOL

ALLEGED BULLYING/ABUSIVE INCIDENT INVESTIGATION FORM

Deputy Headteacher to complete, unless delegated to teacher

Date of investigation		Person investigating	
------------------------------	--	-----------------------------	--

Incident report form completed? Yes <input type="checkbox"/> No <input type="checkbox"/> (If no, summarise alleged incident below)

Those involved:	Name(s)	Sex	Ethnicity	Year group
Alleged victim/s				
Alleged perpetrator/s				

Summary of investigation (what steps were taken and what was found?):

Conclusion:	Racist Yes <input type="checkbox"/>	Homophobic/Transphobic Yes <input type="checkbox"/>	Sexual Yes <input type="checkbox"/>	Bullying Yes <input type="checkbox"/>
Reason for judgement:				

Action taken: (mention victim(s), perpetrator(s), parent(s)/carer(s), other agencies)

Set review date: _____ (and place in school diary)

Review: (additional incidents within review period, positive consequences of investigation...)

--

Signed _____

Date _____

Appendix 7

Intensive Support Programme for Pupils at Risk of Permanent Exclusion

- Pupil's behaviour is persistently disruptive.
- Pupil's behaviour is preventing them and others from accessing learning opportunities.
- Pupil's behaviour is not improving when staff are following the school's behaviour policy.

Basic requirements to avoid permanent exclusion:

- Pupils must stay in their classroom, unless the teacher has given them permission to leave.
- Pupils must do the tasks that an adult tells them to do.
- Pupils must try to complete the task well, making an effort to be neat.
- Pupils must not disturb other pupils.
- Pupils must be polite and respectful to the adults and children in their class.
- Pupils must wear correct school uniform where possible.

All pupils have the right to learn and all teachers have the right to teach.

Actions by teachers/other members of staff do to help a pupil at risk of permanent exclusion:

- Focus mostly on positive behaviour in the classroom, aiming for positive praise in the classroom to outweigh negative consequences by at least 80% to 20%;
- Plan teaching and learning activities carefully to help pupils experience success;
- Give supportive warnings if a pupil is not meeting the basic requirements above;
- Clearly inform pupils of the consequences if a warning is not followed;
- Give pupils chances to make good choices.

Good choices bring good things; bad choices bring bad things.

Pupil needs	Teacher needs	Family needs

Agreed reward for improving behaviour to the required standard:

- _____

Agreed review date: _____

Signed: _____ (pupil)

_____ (on behalf of school)

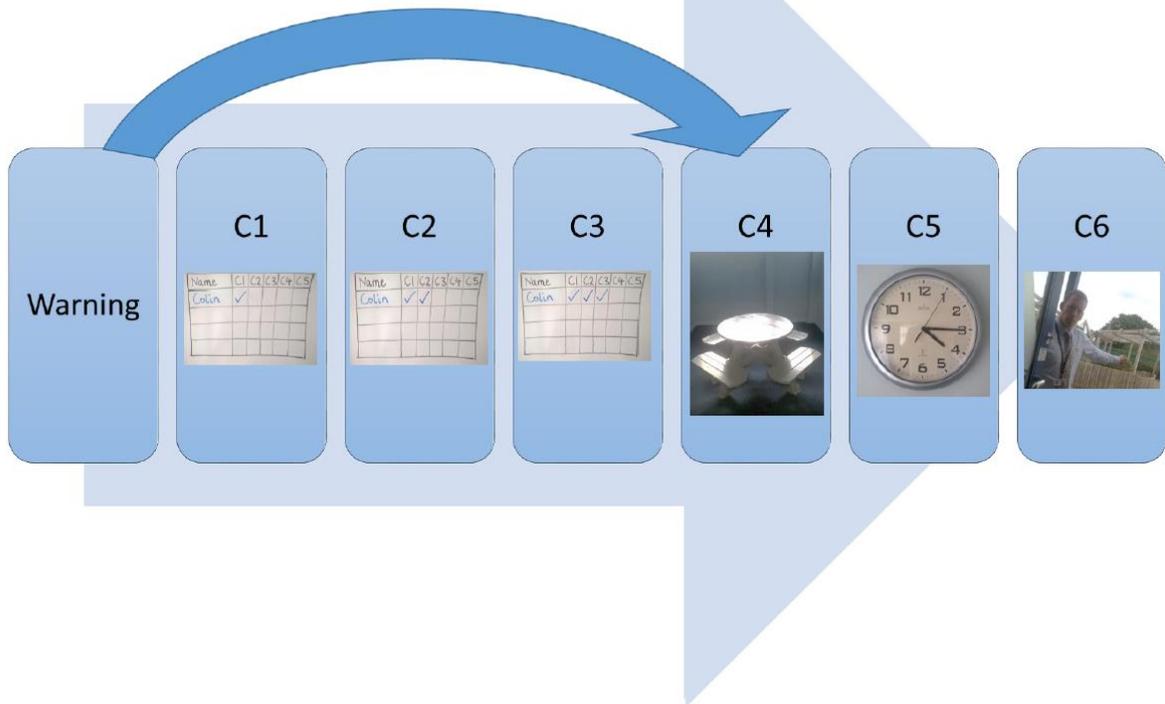
_____ (on behalf of family)

Appendix 8

Flowcharts of rewards and consequences (for classroom display)

WINDMILL PRIMARY SCHOOL

Consequences for negative behaviour



WINDMILL PRIMARY SCHOOL

Rewards for positive behaviour

