



# **Island Learning Centre Behaviour Policy**

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## **1. Behaviour Statement**

The ILC behaviour policy supports us to create a nurturing, stimulating and safe environment in which students and staff can learn and teach and partnership working with parents/carers to assist the social and academic development of their children is promoted.

We recognise that poor behaviour forms a significant barrier to learning and progress. Our work is therefore underpinned by a commitment to helping every child develop good behaviours for learning and adopt strategies for managing their feelings appropriately.

Good behaviour is founded upon good relationships and clear expectations. The ILC will best achieve its educational aims if codes regarding conduct are understood, accepted and adhered to. We believe that the overriding aim must be to develop an environment in which the way all members of our community behave towards one another encourages and enables:

- Effective learning
- Self-awareness and self-discipline
- A raising of self-esteem
- Respect for others

## **2. Aims of Behaviour Policy**

The ILC aims to raise students' attainment and maximise their personal development by providing a secure and inclusive learning environment. This will be achieved by a behaviour policy that is based upon:

- Having shared values which promote positive relationships
- Having clear expectations of learning and behaviour
- Supporting and encouraging children to develop and take responsibility for their choices and behaviour
- Promoting a 'Ready, Respectful, Caring and Safe' culture and ethos
- Valuing and appreciating individuals and their rights and developing a community that promotes and respects equality and diversity
- Forming and sustaining effective partnerships and working relationships with all individuals and agencies involved with each child, particularly parents and carers, and schools.

This will be achieved by the following:

- Strong leadership
- A consistent approach to behaviour management
- Good classroom management
- Rewards and sanctions
- Behaviour strategies and the teaching of good behaviour for learning
- Student support systems
- Staff development and support

**This behaviour policy has been developed to foster an approach to improving and managing behaviour that:**

- Embeds a holistic approach to the development of good behaviours for learning and behaviour management for each individual, raising their self-esteem and nurturing their social and emotional wellbeing
- Empowers staff to request appropriate behaviour from every student everywhere and acknowledge that the maintaining of good behaviour within the Centre is a shared responsibility
- Promotes students' understanding of the need to take care of themselves, each other and their environment, developing empathy and respect for themselves and others
- Recognises and celebrates positive behaviour and choices by students
- Embeds systems that motivate and encourage our young people to participate positively in learning through teaching that is of a consistently high standard and support that is personalised to meet individual need
- Challenges consistently behaviour that inhibits learning through reflective and restorative means and appropriate sanctions

**To achieve these, the ILC will:**

- Plan and deliver high quality engaging lessons that consistently meet the ILC standard
- Ensure all staff are trained and effective in the promotion of appropriate behaviour and the management of unacceptable behaviour
- Assess students' academic, emotional and social needs on entry, setting appropriate learning and behaviour targets and identifying required interventions
- Promote positive behaviour through the use of rewards and incentives and the consistent application of preventative, corrective and supportive strategies and interventions
- Manage inappropriate behaviour through the use of a range of positive intervention strategies together with a clear and consistent range of graduated sanctions
- Ensure that the behaviour policy and ILC home school agreement are shared with parents and carers
- Record and monitor behaviour regularly and set appropriate targets for improvements for individual students and the Centre's systems
- Have a robust approach to managing non-attendance.

**The areas covered in this policy are:**

- Expectations
- Shared routines in teaching and learning
- Rewards and sanctions
- Recording

**3. Expectations**

We have high expectations of all who are part of our school community.

Staff have a key responsibility to lead by example and be good role models for promoting positive attitudes and behaviour.

Students are expected to:

- Take care of themselves,
- Take care of each other
- Take care of the school environment
- And be ready to do their best by ensuring they:
- Are in the right place at the right time,
- Speak to everyone politely
- Listen to staff respectfully and
- Carry out tasks carefully

Staff, students, parents/carers are expected to be aware of and support the Centre's expectations, the details of which are summarised below.

<b>Staff and Management Committee members</b>	<b>Pupils</b>	<b>Parents / carers</b>
Lead by example, be good role models for promoting positive attitudes and behaviour.	Respect, support and care for each other both in school and the wider community.	Be aware of and support the school in terms of teaching, learning and behaviour expectations.
Be consistent in dealing with pupils.	Focus on your learning and our expectations of good behaviour and manners and respect.	Ensure that pupils come to school regularly, on time with the appropriate equipment.
Create a safe and pleasant environment, physically and emotionally.	Attend school regularly, on time, ready and equipped to learn and take part in school activities.	Take an active and supportive interest in your child's work and progress.
Have high expectations of the pupils.	Take responsibility for your own actions and behaviour.	Provide the school with an emergency contact number.
Meet the educational, social and behavioural needs of pupils through an appropriate curriculum and individual support.	Do as instructed by all members of staff (teaching and non-teaching) throughout the school day.	Attend events and review meetings wherever possible.
Form good relationships with colleagues, pupils and parents/ carers and respond to any concerns.	Listen to others and respect their opinions. Be tolerant of others, irrespective of race, gender, religion or age.	
Give specific performance feedback on learning and behaviour to pupils on a regular basis.	Be where you should be when you should be throughout the school day.	

#### **4. Shared Routines in Teaching and Learning**

At the Centre we believe the following represent good practice and strive to achieve these whilst recognising that circumstances may prevent us from doing so on occasion.

- Arrive punctually and greet each student positively
- Establish a similar routine in each lesson (e.g. for students entering the room, seating arrangements, how lessons start/end etc)
- Have any resources, materials and equipment required and a 'starter' activity so students can begin as soon as they are seated
- Plan lessons including specially differentiated materials for the range of abilities, particularly for students who are likely to find work difficult and for the 'hotspots' in the lessons when contingencies may be required including extension work for students who complete the initial work set to prevent students leaving the class or wandering
- Respect the students as responsible and valued individuals with intellect
- Focus on the work and ignore inappropriate behaviour as far as possible
- Praise and encourage those working well and have a quiet word with any student whose behaviour is inappropriate explaining why it is/its impact on others and that it should stop
- Use the marking policy consistently
- Agree behaviour targets with students and support them to identify how to achieve them.
- Ensure unstructured times are well supervised so students are ready for their next lesson.

#### **Targets for behaviour**

- Using data from the induction process and through describing inappropriate behaviour that the student has been observed doing, staff should set behaviour for learning targets with students.
- Targets should be realistic.
- Targets set should focus the student on achieving appropriate behaviour rather than for stopping inappropriate behaviour.
- Targets and progress towards them will be monitored alongside the behaviour tracker scores by tutors and senior staff.

#### **5. Rewards and Sanctions**

This policy is designed to promote and acknowledge good behaviour and deter and change inappropriate or anti-social behaviour. It is underpinned by the conviction that rewards and sanctions are more likely to be effective if:

- They are given immediately
- It is clear what they are for
- They are accepted as fair and proportionate
- They relate to small target steps in achievement
- The targets are agreed between teacher and student and reviewed regularly.

## **a) Rewards**

The ILC accepts that celebrating positive behaviour is of the utmost importance in encouraging and maintaining positive changes in behaviour. Incentives and rewards are in place to recognise attendance, progress, effort, and achievements in academic as well as personal and social development.

The systems we operate aim to:

- Encourage positive participation in school life and develop kindness and co-operation
- Accelerate academic progress
- Motivate students by recognising and rewarding their effort and positive behaviour
- Help build positive relationships between staff and students

Positive praise must be given with meaning, explanation and pride.

### **Our rewards**

- Immediate acknowledgement by staff of achievement in learning (academic, personal and social) through praise, encouragement, positive body language and tone of voice.
- Staff talking about success throughout and at the end of each lesson, particular highlighting compliance and achievement with expectations or golden rules.
- Primary students have a weekly star chart and can be issued with up to 3 stars per day, with stars gaining minutes of golden time on a Friday.
- Secondary students are issued with a star card each day and staff, through the issuing of stars, can give immediate feedback on key behaviours for successful learning i.e. readiness, engagement, respect and resilience. These recorded daily on the behaviour tracker using the following scoring:
  1. Being in the right place at the right time
  2. Engaging in all tasks
  3. Asking for help appropriately
  4. Completing all work to a high standard

The stars have monetary value and can be used in the tuck shop at breaks or for a reward for each student as well as contribute to tutor totals, with the tutor group with the highest total choosing a reward such as a trip.

- Staff can also issue stars for helpfulness or when students 'go above and beyond' our everyday expectations – academically, personally or socially – and meet or exceed their behaviour and learning targets.
- Acknowledging effort and giving positive feedback by following the marking policy.
- Displaying work or taking photographs.
- Telephone calls/letters or postcards home are made to parents/carers to communicate successful activity undertaken by students.

- Group trips – students are allowed to go on end of term trips if a certain number of points are achieved.
- Each half term there is a celebration assembly where students who have achieved well or made the most progress in each subject or have secured high levels of attendance are awarded certificates.

## **b) Sanctions**

When students present with challenging behaviour, refuse to follow instructions and fail to meet expectations, steps need to be taken to determine the best intervention to de-escalate and redirect.

A key tool in managing students who are not behaving appropriately is an understanding of body language, given 55% of communication is non-verbal, 38% from vocal tone and only 7% from the words used.

The body language we display will have a real impact on how successful we are in managing behaviour.

E.g. positioning and physical closeness. Research has shown that an individual has a personal space bubble of between 15 and 46 cm. If anyone goes inside of this space it can lead to feelings of discomfort and/or threatened. When a person becomes angry, this space is likely to increase so it is important when dealing with students to respect their space. Standing over a student, crossing arms whilst talking, can be seen as threatening to a student with anger issues or low self-esteem.

What we say and how we say it can also have an impact on how effectively a student is managed to behave appropriately. We all know that an incorrect phrase or wrongly chosen word can fan the flames of a student's discontent and it is therefore important for us to think carefully about the words we use.

How staff act can have a significant impact on how quickly a student's behaviour de-escalates or escalates. As important as a supportive body positioning are:

- acknowledging how a student is feeling (e.g. I can see you are feeling angry etc.)
- communicating the boundary calmly
- teaching/informing of alternatives

Sanctions, in general, should be a positive response to inappropriate behaviour and be issued to enable a student to accept the behaviour as unreasonable and unacceptable, to behave more appropriately and to make some attempt to make amends. The certainty of a sanction is more important than its severity.

Inappropriate behaviour should be challenged by staff in an assertive but non-confrontational way. Preventative actions are always better than consequences.

Students will be given responsibility for their behaviour through a series of behavioural choices and will be helped to think about alternatives for dealing with problems and managing their behaviour.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied (*OK – this is what you have done....*)
- It must be made clear what changes in behaviour are required to avoid future sanctions (*How should you have behaved? How are you going to behave in future?*)
- There should be a clear distinction between minor and major offences
- It is essential that it is the behaviour rather than the individual that is sanctioned.

### **Hierarchy of sanctions**

- Non-verbal communication. Facial expressions such as raised eyebrow or disapproving look, shaking head or hand gesture to stop/sit down etc.
- Drawing attention to the behaviour and request to stop and explanation of what is required – in the hearing of the individual only where possible
- Warning of consequences if no improvement
- Request to leave seat/the activity/ or the classroom for a short time
- Last to leave class/stay behind after class
- Verbal reprimand and restorative conversation
- Issuing of lesson 7 if work is not completed
- Issuing of detention if behaviour was inappropriate (detentions can be at break, lunchtime or after school)
- Request for support to remove the student from the room (see physical intervention policy)
- Time out
- Parents and carers to be called and informed/letter home to parents
- Withdrawal of privileges or loss of specified activities
- Meeting with parents
- Internal isolation – this can be from one lesson to one day
- Fixed term exclusion

For the safety of our students and staff, there are some higher level/major behaviours such as physical assault and serious damage to property for which Centre staff may call the police.

After any sanction is given students should attempt to make amends by reflecting on the incident and considering future behaviour required, making up missed work, giving a verbal apology, written apology, or repairing damage if possible (e.g. removing graffiti).

Afterwards:     **The slate should be wiped clean**     AND  
                      **A fresh start made by all**

### **Care and Control**

Most students attending the ILC soon settle and with continued encouragement are able to adhere to the rules and routines. However, there are times when their behaviour requires staff intervention to ensure the student's own safety, the safety of other students and, staff and the protection of property. This can require the use of physical interventions.

Team Teach is the approach adopted by the ILC to manage challenging and aggressive behaviour. The ILC works in accordance with DFE and Department for Health guidelines for the use of physical intervention. All incidents requiring the use of physical intervention are recorded using the ILC incident and safeguarding stages and procedure (see appendix 1). These incidents are monitored by the ILC Headteacher regularly.

## **Exclusion**

Although every effort will be made to prevent any student from missing education, exclusion from the ILC, will be issued on occasion. The school adheres strictly to the Law in relation to exclusion and it has regard to appropriate guidance issued by the Secretary of State. This was most recently updated in 2012.

Once the Headteacher makes the decision to exclude a student, the parent/carer will be informed immediately or as soon as possible, ideally by telephone, with the decision followed up by a letter sent within 24 hours of the exclusion being determined.

Reasons for exclusion:

- Unprovoked assault on staff member or pupil
- Persistent bullying
- Extreme and persistent abuse towards staff member or pupil
- Major damage or vandalism within ILC premises/site or damage to staff property
- Drug-related incidents and supply of illegal substances
- Carrying an offensive weapon
- Sexual misconduct

## **1. Recording**

Staff are required to record all inappropriate behaviour on the electronic students' **behaviour log** daily. An appropriate code should be entered for all minor and major offences (see appendix 2 for the list of behaviour codes) that range from truancy and low level disruption to intimidation, physical assault and requiring physical restraint). All major offences automatically flag red indicating that an incident form needs to be completed.

Staff also need to record the points awarded to students for each lesson on the **behaviour for learning tracker** using the 1–4 criteria outlined in the rewards section above. The tracker provides a very easy means of monitoring and measuring the impact of interventions and strategies on student progress and behaviour. It identifies the barrier to improvement and so aids target setting. This information is also used to update students' positive handling plans.

Both the behaviour log and behaviour for learning tracker provide important data. It is essential for this to be up to date and accurate. This data will be monitored and analysed regularly by senior staff and shared with parent at reviews, with schools when students transition back and with partner agencies as required.

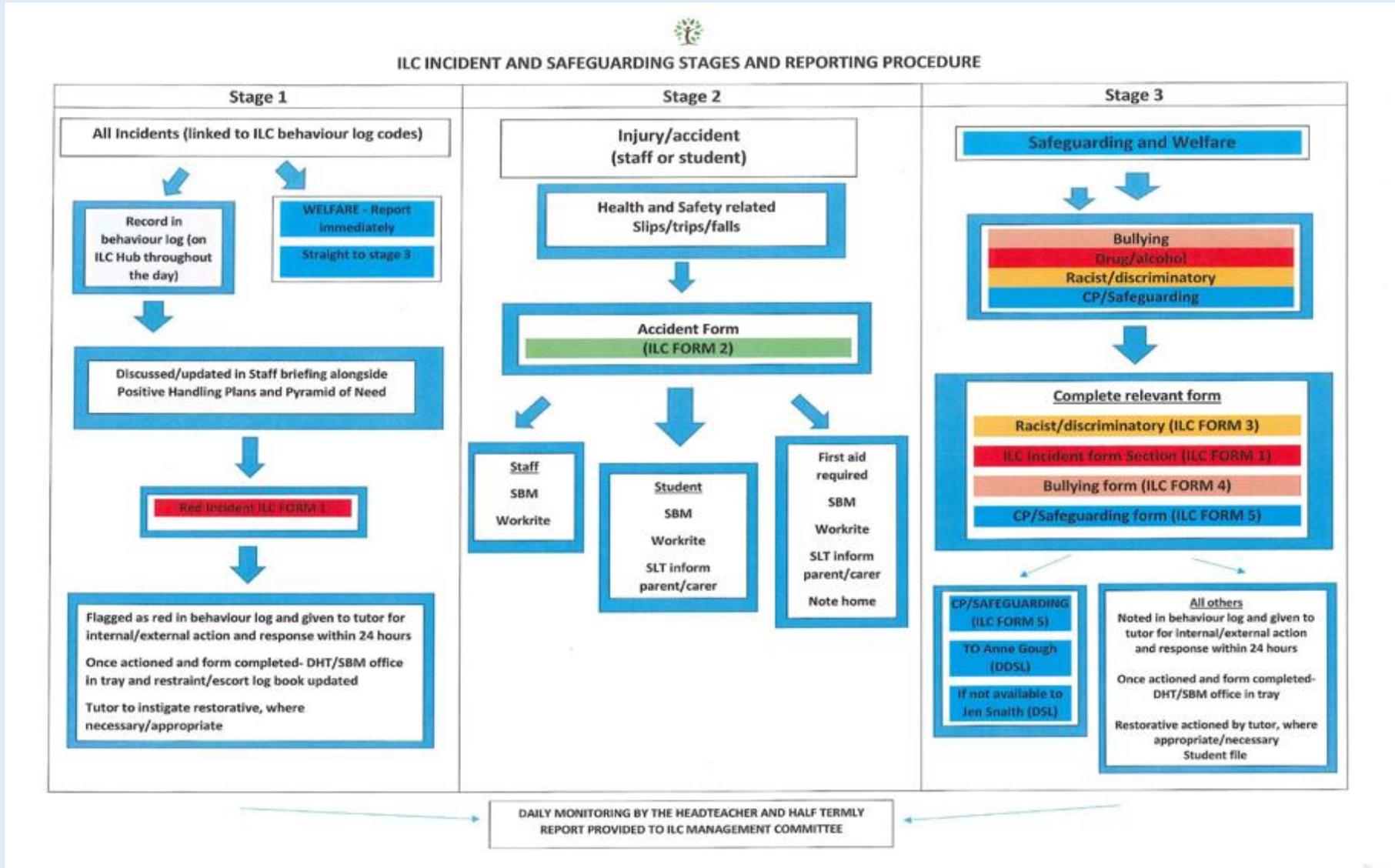
The Centre operates an incident and safeguarding stages and reporting system (see appendix 1 for the process). Copies of all forms are available electronically and in the staff room.

## **2. Monitoring and Evaluation**

The effectiveness of this policy will be evaluated by using:

- Engagement for learning data (behaviour for learning tracker)
- Rewards data
- Sanctions data
- Attendance data
- Data on incidents of bullying and racism
- Exclusions
- Student voice via surveys and/or focus groups

3. Related School Policies	DfE legislation
Physical Intervention Policy	Behaviour and Discipline published 2013 updated 2016 <a href="https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies">https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies</a> <a href="https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools">https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools</a>
Safeguarding Policy	Parental responsibility: measures for behaviour and attendance, published 2013 updated 2017 <a href="https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance">https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance</a>
Attendance Policy	
Anti-bullying policy	





## Student Behaviour Codes

Linked to behaviour log on ILC Hub and incident reporting

SP	Spitting
DB	Dangerous behaviour
OB	Offensive behaviour (racist/sexual/homophobic etc)
OA	Out of bounds area entered
L	Late to lesson
S	Smoking
A	Truancy
LC	Left class during lesson
LD	Low level disruption
PD	Physical disruption
VD	Verbal disruption
WR	Work refusal
SW	Swearing
I	Inciting
L7	Detention issued
AS	Abusive to staff
TOR	Time out room
<b>IT</b>	Intimidation/threat
<b>F</b>	Fighting
<b>PS</b>	Physical assault towards staff
<b>PP</b>	Physical assault towards pupil
<b>SL</b>	Sexualised behaviour and/or language
<b>DP</b>	Damage to Centre property
<b>RE</b>	Required escort
<b>PR</b>	Required physical restraint
<b>W</b>	Welfare concern (bullying/drugs/CP/safeguarding)

## Appendix 3 : Keeping Children Safe in Education

In September 2016, the DfE published the document

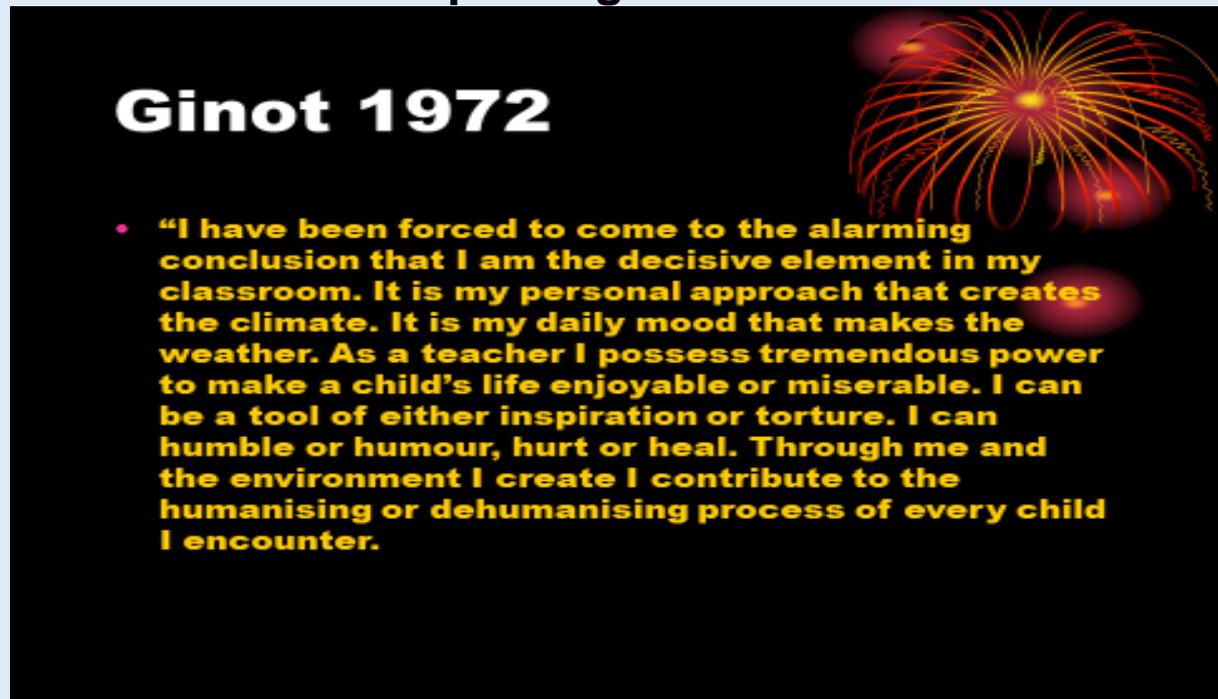
**‘Keeping Children Safe in Education Part 1 : Information for all school and college staff’.**

This document is **statutory** guidance which means the Centre must comply with it unless exceptional circumstances arise. Our Management Committee need to ensure that **ALL** staff have read the guidance which is in PDF format below.

Staff are asked to sign to confirm they have read the document.

[X:\Safeguarding\Keeping Children Safe In Education Part 1 - 2019.pdf](#)

## Appendix 4 : Approaches and strategies to managing and improving behaviour.



**Ginot 1972**

- **“I have been forced to come to the alarming conclusion that I am the decisive element in my classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child’s life enjoyable or miserable. I can be a tool of either inspiration or torture. I can humble or humour, hurt or heal. Through me and the environment I create I contribute to the humanising or dehumanising process of every child I encounter.**

Relationships are at the heart of all our work. Students need to feel that staff and the learning environment are:

Reliable

Enjoyable

Stable and Secure

Expectations are high

Care

Trust

A number of helpful strategies for helping establish good classroom practices and find solutions to managing behaviour issues successfully are available in the document below, ‘Behaviour Solutions : ways to manage Behaviour’ by the behaviour expert David Vizard.



Behaviour\_Solutions\_Ways\_To\_Manage

**Managing anger.** Anger is not in itself always bad – it is a feeling or emotion, often a response to a perceived negative situation. Anger can dissipate or escalate; which way the situation goes will be determined by the actions or responses of those dealing with it. The cause of anger is almost always an unmet need – for control, information, to be listened to, to feel safe and may have psychological antecedents or be triggered by fear of failing.

Even the most placid individuals can experience frustration in an unfamiliar environment in which they perceive things to be beyond their control. Fear and its associated anger response may act as a form of defence against the perceived threat to their autonomy or reduced control over a situation. This is exacerbated when a student tries to understand the situation and encounters staff responses that appear unsympathetic or insensitive. In busy classroom/learning environments, staff have less time to notice the subtle signals that indicate when a student is becoming frustrated or fearful; students may also be reluctant to ask for help. It is little surprise that this can result in anger.

Acceptance that anger is almost inevitable in some circumstances means it is wise to consider how best to deal with it, other than to take it personally or use the incident to offload onto already hard-pressed colleagues. Once warning signs have been identified, it is essential for staff to respond at the earliest opportunity.

**Managing anger is dependent on skilled communication. The LOWLINE model outlined below contains elements for effective listening which is crucial for effective communication.**

<b>Listen</b>	Listen – active listening and saying nothing can be powerful at the beginning of the de-escalation process. Skilled/active listening is not just hearing the words being said by a student but looking for and reading the non-verbal and para verbal (tone, inflection and volume). Questions such as “can you tell me more about that?”; “what happened after that?” Anything that causes the student to explain, rather than argue, will help lower the confrontation level.
<b>Offer</b>	Offer some reflective, summary comments using the student’s own words that show there is an acknowledgement of his/her anger. Comments such as ‘I can see you are angry’ rather than ‘I don’t understand why you are angry’ are less likely to inflame the situation. Students should be given the time and space to speak, having the chance to ventilate and discharge their frustration harmlessly. Staff should try and avoid proffering advice or defend themselves/the situation.
<b>Wait</b>	Avoid the temptation to fill any silences with words. If the situation feels uncomfortable a good technique is to count down slowly from 10, which usually provides more than long enough for a silence to be broken.
<b>Look</b>	Although eye contact is important, it should be appropriate to the student: some will find direct eye contact difficult, so staff should consider how much direct contact is likely to be acceptable. It is essential to remember that facial expressions can give a lot away: smile, if appropriate, and maintain a neutral expression if not.
<b>Incline</b>	Inclining the head is useful to affirm interest. A slightly inclined head often serves to present a non-threatening posture.
<b>Nod</b>	An occasional and appropriate nod can demonstrate continued attention and a willingness to listen without interrupting.
<b>Express</b>	Staff should express a desire to understand/express empathy. It is important to keep it brief, for example, by saying “I expect that made you feel worse”, “you must have felt isolated” or “I can appreciate why you felt that way”. Paraphrasing can be an effective way to express empathy. This involves feeding back that which the student said has been heard, but using different words. In a situation that involves dealing with an angry person, paraphrasing communicates that their concerns are being taken seriously. After paraphrasing, it is helpful to let them know that their story has been heard by summarising the content..

# Appendix 5 Physical Intervention and Holding Policy

## Physical Intervention/Restraint and Holding Policy

### 1. Legal framework

Physical restraint should be limited to emergency situations and used only as a last resort. This policy is in line with the Department of Education 2013 publication 'The use of reasonable force in schools'. This policy enables centre staff and other members of staff within the centre, authorised by the head Teacher, to use such force as is reasonable in the circumstances, to prevent student from:

- Committing an offence
- Causing personal injury to themselves or someone else
- Causing damage to property and the environment
- Engaging in any behaviour that jeopardises the maintenance of a calm and safe environment for all

### 2. Definition of restraints at The ILC

Physical restraint or safe holding is the application of force with the intention of protecting the child from harming themselves, others, or seriously damaging property.

We recognise that the use of physical intervention is a last resort and the last of many strategies employed to secure pupil safety and wellbeing and to maintain positive order within our learning environment. All staff are trained in Team Teach positive handling techniques and employ a de-escalation approach to challenging situations. This policy is directly linked to our Behaviour policy and Child Protection/Safeguarding policy.

### 3. Specific aims of the policy are:

- To protect every person in the centre community from harm
- To protect all students against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful
- To provide adequate information and training for staff as to what constitutes appropriate behaviour and how to deal confidently and effectively in challenging situations

#### **4. Why use restraint?**

Physical restraint and positive handling should be used only to

- avert danger
- prevent a student from harming himself/herself
- prevent a student from harming another student or member of staff
- prevent a student from damaging property
- avoid significantly disrupting the learning of others

It is not possible to define every circumstance in which physical intervention may be necessary and so staff must exercise their professional judgement and expedite a dynamic risk assessment in any situation.

All students have a positive handling plan that all staff contribute to. This is personal to each individual and serves to be a risk assessment and tool to recognise the triggers and behaviours a student may have along with positive handling strategies that specifically work for that young person. De-escalation and alternative/reactive strategies in times of conflict for positive handling are identified within this plan, as well as key adults within the centre that the student responds to more effectively. It is the responsibility of staff to ensure they are familiar with these documents.

Staff are aware of their responsibility of ensuring every pupil's safety and well-being during the school day and during any supervised activities. Failure to restrain a student who subsequently injures themselves or someone else could result in an accusation of negligence. Alongside this however, staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

There are also some forms of physical intervention, which may involve minimal physical contact, such as a staff member physically interposing themselves between a pupil and another pupil, or an object.

#### **5. When physical restraint becomes necessary, we will:**

- Explain to the student what we are doing and why
- Use the minimum force necessary
- Involve another member of staff, whenever possible
- Explain to the student what they need to do so that the restraint can be removed
- Use simple and clear language and remain calm
- All staff receive training on how to restrain or hold a student safely. Currently this is provided by Team Teach but the Centre is moving towards

a physical intervention policy which has been developed specifically for schools.

## **6. Actions after the physical intervention**

A member of the Senior Leadership team and the DSL should be informed of the physical intervention as soon as possible. The staff involved in the intervention must complete a Physical Restraint form (Appendix A) and a copy should be given to the DSL and the Deputy Head on the same day. Parents and carers must be informed of the restraint and the situation leading to it.

A restorative approach to restoring the situation following a restraint is applied, between the student and the staff involved, overseen by the DSL or Deputy Head and involving parents and carers, where necessary or possible.

Positive handling plans are a working document and may be updated in terms of strategies and risk assessment following any situation where physical intervention has been necessary.

Having read the incident form the deputy head/headteacher will watch the CCTV (if it is available) and complete an investigation report to ascertain that this policy has been complied with and if there are any learning points for the individual member of staff of training implications for all staff. In the instance that it appears the policy has not been complied with, a conduct review will be undertaken to determine whether further investigation under the capability or disciplinary procedure is required.

If the incident involved the Deputy Headteacher then the headteacher will review the incident as detailed above. If the incident involved the Headteacher then the member of the Management Committee assigned to safeguarding will review the incident as detailed above.

## **7. Complaints**

This policy aims to be clear and the expectation is that it is adhered to by staff and shared with parents at admissions. In the event of a dispute about the use of force by a member of staff, a report will be sent to the LADO and an investigation, either under disciplinary procedure or by the police and social service under child protection procedure. In all cases where an investigation is undertaken where a child has been hurt by an adult, this will be reported to the LADO.

It is our intention to inform all staff, parents, carers and our management committee about these procedures and the contexts in which they apply.

