



Milverton Primary School

Behaviour Policy

Including school guidance on Physical Intervention and Anti-Bullying

Agreed by: Performance and Standards Committee

Date Agreed: November 2016

Date to be reviewed: September 2024

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Aims and expectations

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

This policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community by aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

The school rewards good behaviour, as we believe that this will develop the 'Fruits of Milverton'.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

This policy states clearly what our expectations of pupils' behaviour are and how we respond to and manage children's behaviour.

Golden Rules

1. Be Kind
2. Try your best

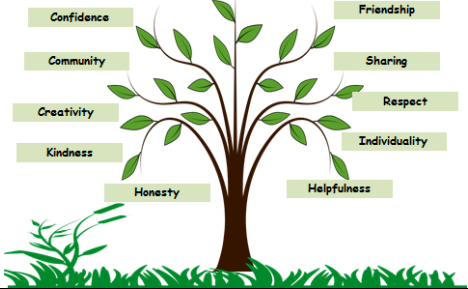
Super Learning Skills

We have developed our set of positive learning behaviours that we ask to see in all children. These skills will allow them to be successful learners in all subject areas and throughout life.

Fruits of Milverton

We have identified 10 key values we believe a Milverton education helps to develop in our children.

Super Learning Skills		Fruits of Milverton	
Enquiry	<ul style="list-style-type: none"> • Ask open questions using the question fruits • Use my thinking brain • Use books and the Internet to find the answers to questions • Test out my ideas in different ways 	Confidence	Community
		Friendship	Sharing
Problem Solving	<ul style="list-style-type: none"> • Use what I have learnt before to help me • Think about things in a different way • Consider a range of solutions • Plan steps • Use trial and error • Explain and justify my findings • Persevere 	Creativity	Respect
		Kindness	Individuality
		Honesty	Helpfulness
Collaboration	<ul style="list-style-type: none"> • Talk using my partner, group and audience voices • Show good listening skills • Take on a role during group activities • Take turns and help others 		
Self-Awareness	<ul style="list-style-type: none"> • Talk about how I am feeling using the right language • Use different strategies to help with difficult feelings • Recognise how other people are feeling • Use my strengths to help others • Talk about things I find harder and find ways to improve 		
Creative Thinking	<ul style="list-style-type: none"> • Take risks in my learning • Look at things from different viewpoints (Thinking Hats) • Extend my learning using CREATE • Present my learning in unique ways • Lead my own learning –using my own ideas 		
Motivation	<ul style="list-style-type: none"> • Am an independent learner 		

	<ul style="list-style-type: none"> • Try my best every time • Use the success criteria to help me • Evaluate my learning and try to make it better • Am proud of what I do! 	<p style="text-align: center;">The Fruits of Milverton</p> 
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Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- School adults congratulate children
- Children may receive individual, team or class rewards within their classroom system of positive behaviour management
- Children may receive stickers, certificates or small prizes for success in school
- Teachers place child's name on the highest level of the classroom behaviour management chart
- Teachers send home a certificate to parents to celebrate and recognise particularly good behaviour
- We acknowledge outstanding effort or acts of kindness to children, consistent good work or behaviour in school in the whole school celebration assembly and the giving of a head teacher's award
- All classes have an opportunity to take an achievement assembly where they share their best work
- Children are awarded house points to work towards a school wide prize for their house

The school acknowledges all the efforts and achievements of children, both in and out of school.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Early Years Foundation Stage	Key Stage One	Key Stage Two
<ul style="list-style-type: none"> • A child may be spoken to by the class teacher regarding their behaviour, they will address the negative behaviour and explain what positive behaviour the child should be showing. • A child will be warned about their behaviour • A child may be given a time out, appropriate timing to their age range. • A child who continues to show negative behaviour will miss 5 minutes of the next available playtime. • A child who continues to show negative behaviours will miss more of their play time in 5 minute increments. • A child may be reprimanded by a senior Teacher or the Head Teacher. • A child may be removed from the class and asked to work in a different space. • A child who uses violent conduct, physical intimidation or shows disrespect and rudeness to a member of staff will be spoken to by the Head Teacher. • The Head Teacher may contact parents to discuss their child's behaviour and how the school and parents can work together to stop this behaviour repeating. • A child may have their behaviour monitored and reported to parents on a regular basis to keep consistent communication between home and school to help the child succeed. • In significant behaviour management situations School Adults may be required to use physical intervention to control, 	<ul style="list-style-type: none"> • A child may be spoken to by the class teacher regarding their behaviour, they will address the negative behaviour and explain what positive behaviour the child should be showing. • A child may be asked to complete unfinished work at a break or lunchtime if they have not completed a satisfactory amount during lesson time. • A child may be given a time out, appropriate timing to their age range. • A child may be asked to complete some writing at break time about their poor choice of behaviour. • A Child may be asked to complete a reflective behaviour sheet. • A child who continues to show negative behaviour will move their peg down the behaviour chart and will miss 5 minutes of the next available playtime. • A child who continues to show negative behaviours will move their peg down the behaviour chart again and miss more of their play time in 5 minute increments. • A child may be reprimanded by a senior Teacher or the Head Teacher. • A child may be removed from the class and asked to work in a different space. • A child who uses violent conduct, physical intimidation or shows disrespect and rudeness to a member of staff will have their peg moved to the bottom section of the peg chart, they will miss a minimum of 15 minutes of their time and will be spoken to by the Head Teacher. • The Head Teacher may contact parents to discuss their child's 	<ul style="list-style-type: none"> • A child may be spoken to by the class teacher regarding their behaviour, they will address the negative behaviour and explain what positive behaviour the child should be showing. • A child may be asked to complete unfinished work at a break or lunchtime if they have not completed a satisfactory amount during lesson time. • A child may be asked to complete some writing at break time about their poor choice of behaviour. • A Child may be asked to complete a reflective behaviour sheet. • A child who continues to show negative behaviour will have their name placed on the Amber level of the traffic light and will miss 5 minutes of the next available playtime. • A child who continues to show negative behaviours will move to Red level of the traffic light and miss more of their play time in 5 minute increments. • A child may be reprimanded by a senior Teacher or the Head Teacher. • A child may be removed from the class and asked to work in a different space. • A child who uses violent conduct, physical intimidation or shows disrespect and rudeness to a member of staff will be moved to the Red level of the traffic light, they will miss a minimum of 15 minutes of their time and will be spoken to by the Head Teacher. • The Head Teacher may contact parents to discuss their child's behaviour and how the school and parents can work together to stop this behaviour repeating.

<p>restrain, make the situation safe and maintain good order.</p> <ul style="list-style-type: none"> In repeated instances of poor behaviour choices the staff team may create a specific behaviour plan to help support the child in making improved choices and managing the negative behaviour choices. 	<p>behaviour and how the school and parents can work together to stop this behaviour repeating.</p> <ul style="list-style-type: none"> A child may have their behaviour monitored and reported to parents on a regular basis to keep consistent communication between home and school to help the child succeed. In significant behaviour management situations School Adults may be required to use physical intervention to control, restrain, make the situation safe and maintain good order. In repeated instances of poor behaviour choices the staff team may create a specific behaviour plan to help support the child in making improved choices and managing the negative behaviour choices. 	<ul style="list-style-type: none"> A child may have their behaviour monitored and reported to parents on a regular basis to keep consistent communication between home and school to help the child succeed. In significant behaviour management situations School Adults may be required to use physical intervention to control, restrain, make the situation safe and maintain good order. In repeated instances of poor behaviour choices the staff team may create a specific behaviour plan to help support the child in making improved choices and managing the negative behaviour choices.
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These sanctions also relate to E-Safety Incidents that may occur within school, or have occurred externally but have an impact on the school community.

The class teacher discusses the golden rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE time.

Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school. The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour. The school is aware that some children may present behaviours that are considered outside of the norm in relation to their additional needs. The school will endeavour to ensure the management of their behaviour takes these needs into consideration when developing a support plan.

The use of Physical Intervention

Staff at Milverton Primary School recognise that the use of 'reasonable force' is only one of the last in a range of strategies available to secure pupil safety / well-being and also to maintain good order and discipline. Our expectations on physical intervention should therefore be read in conjunction with our Child Protection policies. (See Appendix 3 & 4)

Alternative strategies

There are some situations in which the need for physical intervention is immediate and where there are no equally effective alternatives (eg is a pupil about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the consistent continuous repetition of the instruction until the pupil complies
- use of a distracter, such as a loud whistle or clap, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the School's policy on behaviour.

Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

Complaints

A clear physical intervention policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply. Paperwork and documentation will be clear and consistently used across the school.

Lunch and break time

Mid-day supervisors (MDS) should be supported by all staff in school in their application of the Behaviour Policy. MDS should praise and reward children for good behaviour during their supervision times.

- MDS should use the language of the golden rules to explain poor behaviour choices to children.
- MDS may ask children to take a time out in a set area as a sanction for a poor choice and complete a letter of apology.
- MDS will report a more serious incident to a member of staff or the head teacher, who will ensure a satisfactory conclusion is reached.
- All staff should promote and help support the MDS in their high expectations of good manners and children's independence.

Volunteer Helpers

As part of the induction process, adult helpers should read, understand and apply the principles of the school's behaviour policy. In the event of a child displaying inappropriate behaviour an adult helper should remind children of their poor behaviour choices and if a child fails to respond appropriately, the adult helper should seek the assistance of a school adult. School staff should fully support a volunteer in the first instance and explain their follow up to the volunteer helper to ensure a satisfactory conclusion.

Anti-Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school feeling safe and secure. A record is kept of any incident the Head Teacher regards as bullying. (Milverton Anti bullying guidance in Appendix 2)

Definition of bullying

Bullying is "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.". (DfE "Preventing and Tackling Bullying", July 2017)

- See related E-Safety policies: Child Protection Policy, E-Safety Policy, Computing Policy, and Technical Security Policy.

E-Safety

Incidents where children choose to access inappropriate material, or break other terms of the ICT agreement, will be taken very seriously and dealt with in line with the Behavior Policy and E-Safety Reporting Procedure. This may also include incidents that take place outside of school, but have an impact within the school community. Reports of misuse inside or outside of school will be reported to parents and the school will support the family in re-educating children in safe practice.

Mobile Devices

Children should not bring mobile devices into school, unless an agreed reason is logged with the school office. The mobile devices will be kept in the school office. Parents must sign a declaration to withdraw the school from responsibility for loss or damage to the device while on school premises.

Screening and searching children

In line with Department for Education Jan 2016 Guidance 'Behaviour and discipline in schools', the school holds the right to stop and search children if the member of staff suspects they hold an item that is prohibited, stolen or may cause harm to the child or another member of the school community. Staff should notify and be supported by another member of staff and conduct the search away from other children. Children refusing to comply with this will be escorted to the head teacher, or senior leader in school, who will ask the child again to comply and then contact the parents of the child.

Behaviour management beyond the school gates

In line with Department for Education Jan 2016 Guidance 'Behaviour and discipline in schools'

School staff have the power to discipline children when;

- Taking part in an off-site school activity
- When travelling to and from school
- In some other way identifiable as a school pupil.
 - Or when they make poor behavior choices at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school.

In all cases of poor behavior choices the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Area specific expectations

There are a number of areas on the school site that hold specific expectations.

Children are made aware of these expectations.

- The covered area where bikes and scooters are stored next to the dining hall is out of bounds during the school day
- The quiet area next to the dining hall is for quiet activities and not for running, chasing catching games
- Children must only access the school garden and pond when accompanied by an adult
- Children must use the table tennis tables appropriately – no climbing, standing or sitting on them is permitted
- Child must not use the trim trail play equipment if the gate is locked; before school and if equipment is closed due to weather conditions
- Children should not climb on walls, roofs, raised beds or the Amphitheatre
- Children should not play in the Amphitheatre area during break or lunch time
- Children should not play on equipment marked as hazardous, coned off or with safety fencing around

Suspensions and permanent exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. All behaviours encountered leading to exclusions will have planned de-brief times for all involved.

A student may be at risk of exclusion from school for:

- Verbal or physical assault of a student or adult
- Persistent and repetitive disruption of lessons and other students' learning
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions

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

The Head Teacher informs the LEA and the governing body about any permanent exclusion, and any fixed-term exclusions of more than 5 days, in line with WCC guidance.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Children who are found to have made malicious accusations against school staff will be at risk of permanent exclusion by the Head Teacher.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. We keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident which are given to the Head Teacher for further action if necessary.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

SignedDate (Chair of Governors)

SignedDate (Headteacher)

Appendix 1

Roles and Responsibilities

The role and responsibilities of children

Children should follow the golden rules

Children should adhere to the expectations placed in specific areas of the school

Children should demonstrate the 'Fruits of Milverton'

Children should demonstrate 'Super Learning Skills'

The role and responsibilities of all school staff

- It is the responsibility of all school staff to ensure that the school rules are enforced, and that children behave in a responsible manner.
- School staff hold high expectations for children's behaviour, they strive to ensure that all children work to the best of their ability.
- School staff treat all children with respect and understanding.

The role and responsibilities the class teacher

- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a senior leader or the Head Teacher.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or behaviour support service.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role and responsibilities of the Head Teacher

- It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.
- The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role and responsibilities of parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the home school agreement, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, a formal complaint process can be implemented.

The role and responsibilities of governors

- The governing body has the responsibility of agreeing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.
- The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Appendix 2

The Schools Approach to Anti-Bullying

Our school community

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere utilising support from the Local Authority and other relevant organisations when appropriate
- Renews the yearly pledge students and staff make to keep our school environment a happy and safe space for all.

Forms of bullying

Bullying can happen to anyone.

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”

Related policies include the school behavior principles, social media policy and the school e-safety policy.

Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying and to follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Offer counselling support for both victim and perpetrator of the bullying incident.

Involvement of pupils

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in school and embed messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- Make sure that key information about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
 - Class Teacher, Family Liaison, Head Teacher
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Head Teacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded and given to the head teacher.
- The head teacher will interview all concerned and will record the incident.
- Teachers will be kept informed.
- When responding to cyberbullying concerns, the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school and the after effects are felt in school, then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police or other local services will be consulted.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Amongst our strategies for dealing with bullies, we have responses to the excuses they may make, such as:

"It was a joke"	If it were a joke, then everyone, including the person being bullied, would be laughing.
"It was a game"	Games will have rules, and everyone who takes part knows the rules, and is willing to play.
"It was an accident"	If were an accident, you would at least have said you were sorry and certainly would have helped the injured person afterwards.
"It was fun"	Is your fun, fun for everyone?

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support.
- If online, requesting content be removed and reporting account/content to service provider.
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, lunchtime detentions, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police and / or local services.

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school, and the after effects are felt in school, then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern.
- Clarifying the schools official procedures for complaints or concerns.
- If online, requesting content be removed and reporting account/content to service provider.
- Instigating disciplinary, civil or legal action.

Appendix 3

When might it be appropriate to use physical intervention / 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.

Schools can 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

(Taken from DFE publication 'Use of reasonable force Advice for headteachers, staff and governing bodies' July 2013)

When Physical intervention becomes necessary

DO

- o Tell the pupil what you are doing and why
- o Use the minimum force necessary
- o Involve another member of staff if possible
- o Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- o Use simple and clear language
- o Hold limbs above a major joint if possible e.g. above the elbow
- o Relax your restraint in response to the pupil's compliance

DON'T

- o Involve yourself in a prolonged verbal exchange with the pupil
- o Attempt to reason with the pupil
- o Involve other pupils in the restraint
- o Touch or hold the pupil in sexual areas
- o Twist or force limbs back against a joint
- o Bend fingers or pull hair
- o Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- o Slap, punch, kick or trip up the pupil
- o Act in temper (involve another staff member if you fear loss of control)

Appendix 4 RECORD OF RESTRAINT

Date of incident:		Time of incident:	
Pupil Name:		D.O.B:	
Member(s) of staff involved:		Adult witnesses to restraint:	
Pupil witnesses to restraint:			
Outline of event leading to restraint:			
Outline of incident of restraint (including restraint method used):			
Outcome of / Description of any injury sustained and any subsequent treatment:			
Date /time parent/carer informed of incident:		By whom informed:	
Outline of parent/carer response:			
Signatures of staff completing report:			
Brief description of any subsequent inquiry, complaint, or action:			
Lead to behavior plan and removal of future triggers			
Debrief of staff (details)			

Appendix 5

Milverton Primary School Individual Behaviour Plan



Name of Child			
Class Teacher			
Date			
Behaviours Observed			
Positive:			
Negative:			
Targeted Support Strategies Used Previously			
•			
Current Levels in Reading Writing and Maths		Assessments from	Year
Reading	Writing	Maths	
Key Objectives			

Target 1			
What will we do?	How will this help?	When will we do it?	How will we know he has achieved this?

Target 2			
What will we do?	How will this help?	When will we do it?	How will we know he has achieved this?

Target 3			
What will we do?	How will this help?	When will we do it?	How will we know he has achieved this?