

Meppershall Church of England Academy

BEHAVIOUR POLICY

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Governor	TBC

Contents

Section	Page Number
Vision Statement	2
Rational	2
Aims	2
Roles & Responsibilities	3
Rewards & Consequences	4
Behaviour Disorder	5
Restorative Disorder	6
De-escalation Strategy	6
Bullying	7
Use of Physical Restraint	7
Exclusion	7
Mobile Phones	7
Monitoring	8
Appendix 1	9
Appendix 2	10

Our Vision statement:

At **Meppershall Church of England Academy**, we aim for academic and personal achievement through:

- helping each child to grow their own potential, in an environment of faith, creativity, aspiration, challenge and celebration;
- equipping each person to make their own unique contribution to the school, community, the wider world and the kingdom of God for the benefit of all.

This is based on two texts from the Bible:

- “God is love. Whoever lives in love lives in God, and God lives in them.” (1 John 4:16)
- “Start children off on the way they should go, and even when they are old they will not turn from it.” (Proverbs 22:6)

Rationale

As a community Meppershall Church of England Academy has consistently high expectations of children’s behaviour to support everyone’s safety, facilitate learning, and allow the development of healthy positive relationships.

In our daily encounters with others in our community, we aim to live out the values which underpin our vision. (LOVE= Live Our Values Every day) We believe that by sharing our high expectations for behaviour with everyone, including parents, there will be a consistency between home and school and that this will have a positive impact on children’s attitude to learning both at school and at home.

Christian values are at the heart of everything we do. All members of the school community aim to make good choices by living out the following values linked to our Christian vision:

- **Respect** for everyone, including their views, their safety and their property
- **Courage** to own up to unwanted behaviours
- **Truthfulness** about what happened in a given situation
- **Justice** for all, considering carefully each individual, and each situation, without prejudice
- **Compassion** through taking time to understand each individual
- **Forgiveness** which follows repentance and leads to reconciliation
- **Trust** that the behaviour choices will be positive in the future

Aims:

The aims of this policy are:

- To provide guidance so we can be consistent in our approach
- For children to develop an understanding of what is acceptable behaviour and know the difference between right and wrong.
- To encourage children to develop self-discipline and responsibility for their own behaviour
- To support children in becoming increasingly independent and to develop the skills of resilience and tolerance for the future
- To develop a sense of respect and care for others and the environment around them
- To advocate excellent behaviour to support learning
- To promote effective and supportive relationships within the whole school community.

Roles and Responsibilities

All members of our community have a responsibility towards achieving the aims of this policy. We expect everybody to behave in a considerate way towards others. We treat children fairly and apply this policy in a consistent and non-judgemental way.

Staff: It is the responsibility of **all staff** to ensure our Meppershall Golden Rules are followed in school and all pupils behave in a responsible manner at all times. Staff will have continued high expectations of pupils in regard to behaviour and strive to ensure that children work to the best of their ability. Positive behaviour choices will be noticed and praised in order to reinforce good behaviour.

In addition, each staff member will ensure:

- The Golden Rules are displayed in their classroom
- The Learning Charter, developed from each year's PSHE Being Me (Jigsaw) lesson is planned and discussed with each new year group
- They are a positive role model
- Treat all children fairly with respect and understanding
- Use CPOMS to record incidents (as indicated in the Consequences below.)
- Seek advice from colleagues, SLT and the SENDCo as appropriate
- Liaise with external agencies as appropriate
- Report to parents regularly on the social and emotional aspects of their child's school life including behaviour.

Staff are provided with a copy of the school's Behaviour Policy as part of the induction process and behaviour management forms part of our continuous professional development.

Pupils: It is the responsibility of pupils to make positive choices at all times both in school and when outside in the wider community such as when visiting church or on a school trip. By following our Golden Rules pupils will understand how to behave in and around school, creating a positive learning environment.



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Church of England Primary School

- We are polite, friendly and helpful to each other
- We listen and follow instructions
- We are kind and caring in our actions and words
- We respect our own property and that of others
- We are honest and tell the truth
- We work hard to achieve our best
- We respect and celebrate our differences

Pupils are also encouraged to support other pupils in the school by setting a good example to others. Some pupils take part in our Pupil Support Scheme by partnering up with another child. This may take the form of a Year 4 child becoming a 'buddy' to a younger child as a positive role model at playtime or a Key Stage 2 pupil regularly hearing a younger pupil read.

Head/SLT: The Head of School and members of the SLT will help to support the staff by implementing the policy and ensuring consistency of standards in expectation and delivery throughout the school. They will ensure the safety and welfare of all children in the school through regular monitoring of behaviour around the school and from the monitoring of incidents reported on CPOMS. In addition, they will report to governors on the effectiveness of the policy and the results of CPOMS monitoring when requested.

Parents/Carers: All parents will be asked to sign the Home School Agreement. As part of this they must inform school of any issues that may affect their children's work or behaviour; support the school policies and rules; foster a positive attitude to the school and encourage their child to treat all with respect and consideration at all times. Minor offences in school will not necessarily be reported to parents, but ongoing poor behaviour or major transgressions will lead to parents/carers being contacted and then invited into school to discuss the best way to support their child moving forward.

Governing Body: It is the responsibility of the Governing Body to monitor the application and effectiveness of the Behaviour Policy during their visits to school and through discussion with the Head of School and other members of staff. In addition, they will continually review behaviour within the school through regular CPOMS updates received from the Head teacher.

Rewards and Consequences

There is a clear list of rewards and consequences that are understood by everyone and applied consistently throughout the school.

Rewards:

Good behaviour is actively recognised and celebrated. We praise and reward children for good behaviour in a variety of ways, including:

- Verbal praise
- Class rewards such as marbles in a jar, stickers, individual points leading to a reward such as Golden time on a Friday in KS1 and bronze, silver and gold certificates in KS2.

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- Star Learner certificates
 - Golden values certificates
 - Communication home to parents
 - Tidy Ted
 - Head teacher award

In addition to rewards, positive behaviour and successful relationships is explicitly taught and reinforced through PSHE lessons and Collective Worship.

Where a pupil has gone above and beyond in demonstrating our Christian values, this will also be recorded on CPOMS as a positive behaviour record.

Consequences:

Staff consistently employ a clear hierarchy of consequences if children choose not to follow school rules. This ensures that there is a collective approach to managing behaviour. At times, however, professional judgement will need to be applied to the circumstances that surround the behaviour, particularly if pupils have a SEND need or other Personal Support Plan. The series of consequences is as follows:

1. Warning – with positive encouragement to follow the specific rule
2. Repeated warning – pupil moved to another area of the classroom or next to an adult on the playground for a short amount of time.
3. Continued misbehaviour – miss part of break or lunch, repeat or complete work either in another class or at home, apology note, informal communication with parents and SLT notified through CPOMS.
4. Continued inappropriate behaviour or one-off serious incidents – sent to SLT and parents informed and invited to discuss.

Points 3 and 4 will be recorded on CPOMS by the staff member involved.

It is the responsibility of midday supervisor staff and the senior midday supervisor to deal with incidents at lunchtime. They should consult with teachers over the behaviour of pupils and report any concerns.

Some pupils may require further support and in those individual cases pupils will move to a personalised behaviour management plan. This is applied to an individual child and allows us to be consistent in principle but flexible in practise. It will involve more in-depth support of the individual and will require interventions to help them improve behaviour. These can include:

- Regular catch-up with parents/carers at the end of the school day/week
- Personal Sticker chart
- Report card
- Regular meetings with parents to discuss progress
- Pastoral support plan
- Behaviour plan

Behavioural Disorders



We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs. We understand that there may be incidents of behaviour which require further evaluation such as for ADHD or ASD. When parents or the school raise matters of concern, we recognise the importance of positive and regular communication in order to secure the best outcomes for the pupil. The school adopts a consistent inclusion policy, but there may be occasions when outside agencies will be asked to assist or recommend specific provision or an alternative establishment may be sought which can deal with specific behavioural/childhood problems.

If a pupil has a disability which impacts on their behaviour, reasonable adjustments to the application of the policy may need to be taken into consideration to avoid any child being disadvantaged.

Restorative Practice

We believe the best approach to managing conflict and challenging or disruptive behaviour is by following the strategies related to restorative practice.

This is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. The focus is on developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their behaviour. As such, this approach fits well with our Christian vision, ethos and values. (See appendix 1 for an overview of Restorative Practice.)

In the Restorative Practice model, the child who has caused harm and the child who has been harmed are given the space to hold a restorative conversation. This powerful approach allows children to understand their part more fully, take responsibility for their actions and develop empathy for others' feelings, reducing the likelihood that the harmful behaviour will be repeated.


The child works with an adult to:

- think about their actions,
- review the consequences of their actions and the impact on others,
- agree ways to seek forgiveness, demonstrate repentance and rebuild trust. Forgiveness is an important part of the process which is easily overlooked. It will arise more naturally if both children are involved in the restorative conversation and repentance is naturally forthcoming.

All staff have a checklist of restorative questions that they may refer to when required. (See Appendix 1)

De-escalation strategies

To prevent the escalation of disruptive behaviour, staff employ de-escalation strategies in order to diffuse situations and help pupils make positive voices. This involves using a calm approach, positive



phrasing, giving limited choices, being non-judgmental, respecting personal space and allowing time for reflection and decision making. Staff have been provided with a de-escalation script that can be used if required. (See Appendix 2)

Pupil Transition

To ensure a smooth transition to the next year, pupils have 'Step Up' mornings with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Bullying

The school does not tolerate bullying of any form. If we discover that an act of bullying or intimidation has occurred, we act on it immediately to stop re-occurrences of such behaviour. If a pupil has been threatened, hurt or bullied by another child our Anti-bullying policy will be referred to and applied.

Use of physical restraint

Use of Restrictive Interventions and Reasonable Force

This section adheres to statutory guidance effective April 1, 2026. The law and guidance for schools' states that staff may only intervene physically to prevent a pupil from committing an offence, injuring themselves or others, or causing significant damage to property. Any incident meeting the definition of a Significant Incident or any instance of Seclusion triggers the statutory recording and reporting duties detailed in Appendix 3. Physical intervention must always be a last resort, using the least intrusive and restrictive option available. **may reasonably intervene to prevent a child from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff will only intervene physically in order to restrain or to prevent injury to a pupil, or if a pupil is in danger of hurting others. Any such intervention is recorded onto CPOMS and the headteacher and parents are informed.**

All significant incidents of force and every instance of seclusion must be recorded on CPOMS as soon as practicable, and no later than the same day. The record must include the pupil's SEN status code, the approximate duration of the intervention, de-escalation strategies used, and details of any physical injuries.

The school must report each significant use of force or seclusion to parents as soon as practicable, and no later than the same day. This report must be provided in writing (e.g., via email or school portal). Exceptions apply only if reporting is likely to result in serious harm to the pupil.

Where it can be anticipated that physical intervention is likely to be required, a plan should be put in place which the child and parents/carers are aware of and have agreed to. Further information detailing our approach to **the Use of Restrictive Interventions and Reasonable Force** can be found in Appendix 3.



Restrictive Intervention: An umbrella term for physical and non-physical actions aimed to prevent, restrict, or subdue movement.

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Reasonable Force: Using no more force than necessary for the shortest time to prevent injury, criminal offences, property damage, or severe disorder.

Seclusion: A non-disciplinary safety measure where a pupil is confined alone to protect others from harm during periods of high emotional dysregulation. It is never a punishment.

Significant Incident: Any use of force going beyond appropriate physical contact (such as first aid or comforting a distressed child).

Exclusion

At times a pupil's behaviours may be considered so extreme that it is necessary to consider a withdrawal from lessons, suspension, alternative provision or permanent exclusion.

Decisions of this nature will be taken by the Head Teacher or delegated member of staff. Examples of significant behaviour are, but not limited to, the following:

- Violent or aggressive behaviour towards another pupil or member of staff
- Swearing or comments/actions of a sexual or discriminatory nature towards another pupil or member of staff
- Sustained refusal to follow instructions.

Where pupils are involved in repeat issues of a serious nature or negative behaviour is sustained, interventions and sanctions will be escalated through a staged approach to managing behaviour and providing support mechanisms

Withdrawal	Before moving towards a fixed term exclusion, it may be considered appropriate to manage a period of withdrawal from lessons internally. Parents will be informed of the sanction
Suspension	Suspensions are limited to a maximum of 45 days on one academic year. Most should be between 1 – 5 days. A suspension represents a cooling-off period or for rules and expectations to be consolidated with parents or conditions for the pupil to remain in school to be reinforced with the child and their parents. A reintegration meeting, arranged by the school, must take place at the end of any suspension, between the pupil, the parents and a member of the Senior Leadership team.
Alternative Provision	The school has the power to direct a pupil to an appropriate alternative provision or negotiate a managed move with another school if this is deemed appropriate.



Mobile Phones

We actively discourage pupils from bringing phones into school except in exceptional circumstances. Phones should only be brought into school with the Head of School's permission and should be handed into the office immediately.

While staff may search for mobile phones if they have reasonable grounds to suspect a breach of school rules, they must not use force to conduct the search. Force is only permitted when searching for legally prohibited items such as weapons or controlled drugs.

Prohibited Practices and Search Restrictions

- Force must never be used as a form of punishment.
- Staff must not restrain a pupil in any way that impacts their airway, breathing, or circulation, such as applying pressure to the neck or abdomen.
- While staff may search for mobile phones with permission, they must not use force to do so. The legal power to use reasonable force during a search applies only to legally prohibited items such as weapons or drugs.

Monitoring

Class teachers will monitor low level incidents to see if there is a continuous pattern in this type of behaviour. If issues persist a note will be made on CPOMS.

It is the responsibility of the SLT to monitor CPOMS and to look for patterns which may lead to safeguarding concerns or a change needed in behaviour management policy and practice. The Headteacher will report on behaviour concerns to the governing body.

The Governing Body will monitor behaviour during their visits to the school to see if the policy is being applied consistently and effectively and in addition through review of the CPOMS log.

Appendix 1

Restorative practice

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. It involves helping the child think through their behaviour, the consequences it may have and what they can do to make it better. It is about developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their behaviour.

Primary school restorative practice in action

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?
- What would you like to happen next?

What are the benefits?

Restorative practices in schools have a number of proven benefits. Children show:

- Improved positivity, resilience and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right.

Schools that use restorative practices have also reported significant reductions in the number of detentions and exclusions. Restorative practices lead to long-term and lasting improvements in behaviour and an improved culture of learning.



Appendix 2

De-escalation script:

- Child's name
- I can see you are feeling...
- I can hear you are ...
- I would like to help
- I would like to understand what is going on
- When you're ready to talk, I will listen
- Come with me and ...

Appendix 3

Positive Handling Policy

Staff at this school are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy. Any parents wishing to view this policy may do so on request.

Introduction

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term 'physical restraint' is used when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in national Guidance (DfES/DoH 2002). A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Headteacher may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

This policy details how we implement the guidance in this school. It should be considered alongside the most recent LEA policy statements and recent local and national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

School Expectations

The management takes seriously its duty of care towards pupils, employees and visitors to the school. Staff protection is an important part of child protection; both depend on confident and competent staff who feel supported by the management. This policy has a clear focus.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence bad behaviour and taking steps to divert behaviours leading towards foreseeable risk.

Pupils are encouraged to participate in the development of their own Positive Handling Plans by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

Alternatives to Physical Controls

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

Modifications to Environment

Ideally, staff will not wait until a crisis is underway before conducting a risk assessment of the environment. We know that, very occasionally, some pupils at this school may exhibit extreme and possibly dangerous behaviour. In general, it is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:

- What small items are available to an angry pupil who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Is the design arrangements or furniture safe and appropriate for pupils who exhibit extreme behaviour?
- Is there a comfortable place to sit with an agitated pupil?
- Are protocols in place to encourage angry pupils to take themselves to a safer place?



Help Protocols

The expectation at this school is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so

that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

Well Chosen Words

A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming angry there is no point in getting into an argument. Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

The Last Resort Principal

At this school we only use physical restraint when there is no realistic alternative. National guidance is clear:

"If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future."

Para 10 Page 4 Department of Health – 1997 – "The Control of Children in the Public Care: Interpretation of the Children Act 1989" – London: H M S O

We expect staff to conduct a risk assessment and choose the safest alternative. We also expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Positive Handling Plan. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow



someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

Unreasonable use of Force

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment. Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded. Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this school.

Unreasonable use of Force: Prohibited Practices


- Force must never be used as a form of punishment.
- Staff must not restrain a pupil in any way that impacts their airway, breathing, or circulation, such as applying pressure to the neck or abdomen.
- It is not reasonable to use any more force than is strictly necessary to achieve a reduction in risk.
- Under no circumstances should pupils be deliberately subjected to undignified or humiliating treatment.

Team Teach

Some staff at Meppershall Academy working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the School Behaviour Policy. Further details of the Team Teach approach can be found in the Beormund Team Teach documents and the Team Teach website (www.team-teach.co.uk).

Health and Safety

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as



dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the school. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action which seems to involve the least risk.

As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with school policy and guidance, and to cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non-physical aspects of positive handling training are crucially important too.

When considering a pupil's behaviour staff should think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

Risk Assessment

Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, Team Teach trained staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this the correct decision is to hold back from the physical controls.

Getting Help

At this school the following support structures are in place:

- SEND support plans and Behaviour Support plans are kept in each classroom to ensure all relevant information about each pupil is available to all members of staff working with them.
- Use of Red card system and Walkie-talkies for when asking for help
- Debrief sessions after a crisis with the pupil(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning.
- Termly refresher meetings between staff trained in Team Teach strategies and techniques

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Positive Handling Plans should be considered alongside the Statement and any other planning documents which relate to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context. Positive Handling Plans should result from multi-professional collaboration and be included in a Pastoral Support Plan or IEP.

Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to

thoughtlessly apply rules without thinking through the likely consequences. The key principals are that any physical intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or defusion in preference to physical interventions. They should only use the techniques and methods approved for use in this school/those they are trained in. In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

The Post Incident Support Structure for Pupils and Staff

Following a serious incident, it is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded using the school's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time

and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.

Complaints

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. The school has a formal Complaints Procedure. Pupils should be reminded of the procedure and encouraged to use the appropriate channels. The complaints policy applies equally to staff. We are an open school and promote transparent policy and practice in order to protect the interests of staff and pupils alike. Any staff concerns regarding the welfare of children should be taken to the designated person for child protection. Any safety concerns should be reported to the designated person for Health and Safety.

Training

Teachers and anyone authorised by the Headteacher who are expected to use planned physical techniques should be trained. This school has adopted the Team Teach Model of training. Margaret Newman, Geraldine Palmer, Jo Mitchell, Michelle Allen, Lena Papapetrou and Hazel Cowie have completed Team Teach Positive Behaviour Training, Level 1. All training courses have been fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with DfES and Department of Health guidance. Positive handling training is always provided by qualified instructors with rigorous guidelines.

Recording

Whenever overpowering force is used the incident must be recorded using CPOMS. All staff involved in an incident should contribute to the record which should be completed as soon as possible after the event.

Every significant incident of force and every instance of seclusion must be recorded on CPOMS as soon as practicable, and no later than the same day. The record must include :

- Names of pupils and staff involved.
- The pupil's SEN status code and any identified disabilities.
- The time, date, location, and approximate duration of the intervention.
- A brief account of why the intervention was necessary and the de-escalation strategies attempted first.
- Details of any physical injuries sustained and post-incident support provided.

Statutory Reporting to Parents

The school has a legal duty to report each significant use of force or seclusion to the parents of the pupil involved as soon as practicable, and no later than the same day.



Format: This report must be provided in writing (e.g., via Edulink or email).

MEDDERSHALL

Exceptions: Reporting is not required if the pupil is 20 or over, or if reporting is likely to result in serious harm to the pupil.

Follow-up: Parents should be invited to a follow-up discussion to review de-escalation strategies and, if necessary, amend the pupil's Behaviour Support Plan.

Monitoring and Evaluation

The Headteacher will ensure that each incident is reviewed and instigate further action as required. The school incident log is open to external monitoring and evaluation.

Follow Up

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Positive Handling Plan, behaviour management policy or this Positive Handling Policy. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures. (See staff and pupil disciplinary policy)

Other Relevant Policies

This policy should be read in conjunction with:

- Behaviour Policy
- Exclusion Policy
- Staff/Pupil Disciplinary Policy
- Health & Safety Policy
- Child Protection Policy