

Abbey Academies Trust



Every Child Matters

POLICY

For

Behaviour and Bullying

September 2017		



Every Child Matters within a loving and caring Christian environment

Behaviour and Bullying Policy 2017-2018

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):
Article 3 The best interests of the child must be a top priority in all actions concerning children.

Article 19 Children must be protected from all forms of violence, abuse, neglect and mistreatment.

Article 28 Every child has the right to an education.

Introduction

We believe that every member of our school community should be valued, respected and treated as an individual, in accordance with our school vision.

‘So in everything, do to others what you would have them do to you.’ **Matthew 7:12**

Central to this aim is the expectation that the children of Bourne Abbey and Bourne Elsea Park Church of England Primary Academies will display high standards of behaviour and treat other people as they would wish to be treated themselves. At the heart of our belief is that all children are loved by God, are individually unique and that our Academy Trust has a mission to help each child to fulfil their potential in all aspects of their personhood – physical, academic, social, cultural, moral and spiritual.

At our Academy it is a primary aim that every member of the Academy 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 Academy's behaviour policy is therefore designed to support the way in which all members of the Academy can live and work together in a supportive way and recognises our Academy's legal duties under the Equality act 2010.

At our Academy we are committed to safeguarding our pupils. We believe that all pupils should feel safe, confident and keen to succeed in a learning environment that is free from behavioural distractions and disturbances – a learning environment that promotes, supports and celebrates an ‘I CAN’ ethos, in which all pupils can strive towards their aspirations.

Our 3 ‘Rs’

We believe that these 3 simple rules help us all to lead a happy and fulfilled life at our Academy

Respect and take care of ourselves

Respect and take care of others

Respect and take care of our environment and the world in which we live

There are clear guidelines for behaviour; how we learn to work and play in school is set out in the School Behaviour Grid and the Children and Parents'/Carers' booklet which can be found on our school websites.

DfE guidelines have been taken into consideration in the formulation of this policy and it is formulated in response to a number of practices in school, namely; SEAL, UNICEF UK Rights Respecting School, Jenny Moseley's model of Golden Time/Quality Circle Time. It also is based on the philosophy of Bill Rogers and the 'Crying for Help -No Blame Approach to Bullying'. Positive reinforcement of desirable behaviour, Reward Time and Circle Time form a basis for the positive behaviour management system within our academies. It has been reviewed through a process of consultation between members of the school community including teaching and non-teaching staff, parents/carers, governors and pupils. It is reviewed annually.

If a pupil brings an offensive weapon into school or onto the school grounds, including folding pocket knives, bb guns, or uses an object offensively with the intention of causing physical harm to another member of the school, this will be viewed as a serious breach of our behaviour policy and is likely to lead to a permanent exclusion, in accordance with the DfE Guidance.

Purpose of the Policy

The Behaviour Policy should be read in conjunction with the Policy for Learning and Teaching and the Equality Policy as, together, these establish the general ethos of the school. It provides a framework for the creation of a happy, secure and orderly environment in which children can learn to their potential and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable. Teachers can also discipline pupils for misbehaviour outside school. This could include any misbehaviour when the child is in some way identifiable as a pupil at the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Rationale

The establishment of a calm and orderly learning environment in school and in the classroom is a key to effective learning and teaching in our school. Effective learning and teaching is dependent on positive relationships through interactions between staff and pupils, and between pupils themselves. **Our policy is based on an overwhelmingly positive approach towards managing behaviour.** A major part of our policy is based on the emphasis of incentives and when required, to apply the use of agreed sanctions. Circle Time and the use of SEAL are used as a starting point for all of these.

Aims

Our academy aims state that we will:

- ☺ Provide an environment where learning is enjoyable.
- ☺ Care for and value everyone in the school community.
- ☺ Provide a safe, secure environment where everyone is respectful to each other.
- ☺ Encourage children to share the responsibility for their own education.
- ☺ Promote good relations with others at school and in the community.
- ☺ Help each individual to discover and develop new skills and abilities.
- ☺ Help pupils to develop lively and inquiring minds, to question and argue rationally and to apply their knowledge to new situations.
- ☺ Encourage children to be moral, self-disciplined, hardworking and caring.
- ☺ Provide challenge and support to achieve high standards.
- ☺ To make the best use of our environment and cultural heritage by enabling children to benefit from educational visits.

Objectives

To meet these aims through our Positive Behaviour Policy we have set the following objectives.

- ☺ All members of the school community will be involved in implementing this Positive Behaviour Policy.
- ☺ Staff and children will behave towards each other with mutual respect, consideration and tolerance.
- ☺ We will celebrate positive behaviour with a system of rewards.
- ☺ The school may ask parents/carers to pay for damage to property that is the direct result of their child's misbehaviour.
- ☺ The school will involve parents/carers at an early stage if their child is persistently behaving in an unacceptable way or if a serious incident has occurred.

Circle Time

This forms an essential element of our Positive Behaviour Policy and each class is expected to hold regular class meetings or Circle Times. These are times when the class comes together for thought, discussion, fun and self-congratulation. Problems can be discussed openly and solved with the participation of the whole class.

UNICEF Class Charters/School Charters

We do not have school 'rules', we have Charters, e.g Classroom, Lunchtime, Playground. These are a collaboration between children and adults in age and ability - appropriate ways, to agree the behaviours for a rights - respecting classroom/school area; in line with being a UNICEF Rights Respecting School. These become a real and meaningful guide to action on a day-to-day basis and develop a sense of ownership of the children's behaviour and learning. They signify a shared enterprise and act as the 'social glue' which binds everyone together.

Procedures

FOR ENSURING INVOLVEMENT OF ALL MEMBERS OF THE SCHOOL COMMUNITY:

- Regular meetings of representatives of teaching and non-teaching staff to review behaviour issues.
- Behaviour is a standard item at governor meetings.

FOR DEVELOPING GOOD PARTNERSHIP WITH PARENTS/CARERS:

- Regular informal contact with teachers who are accessible to parents/carers before and after school.
- Good communication channels including termly newsletters from school.
- Termly parents' evenings.
- A programme of open days, productions and fund raising events.
- An induction programme for children entering Nursery and Foundation Stage.
- A booklet for new parents/carers which outlines the school's behaviour policy and explains the parents'/carers' role in this to compliment the Home/School Agreement.
- Welcoming parents/carers into the classroom, both on a regular basis (to offer support with reading, for example) and for the occasional demonstration or discussion and adult education, as part of the school programme.
- Welcoming other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities.
- A clear policy for children with special needs.
- A homework, reading and home/school diary which parents/carers are encouraged to sign.

FOR PROVIDING CHILDREN WITH OPPORTUNITIES TO DISCUSS APPROPRIATE BEHAVIOUR:

- A student council of pupils and staff representatives.
- The development of a programme of Health Education which includes work on relationships and feelings.
- A programme of Religious Education which includes ethical and moral issues (see RE policy).

- Circle Time, a forum for discussion held in every classroom regularly as part of our programme for PSHE and Citizenship.
- Discussion of Class Charters to begin the school year by each class at the beginning of the Autumn term.
- Opportunities in assemblies/collective worships for a variety of issues to be aired.

FOR PROMOTING DESIRABLE BEHAVIOUR:

- Staff acting as role models.
- Staff offering guidance to children including praise and encouragement.
- The provision of a curriculum designed to stretch and engage each child.
- Classroom organisation which facilitates independent working.
- The encouragement and appreciation of the children who act as positive role models.
- Collaborative work within classes and across year groups which develop good relationships.
- The school reward system.
- Celebrating successes.
- A framework for consistent approaches and practices.
- A framework to locate and consider individual responses and reduce the sense of isolation for individual teachers, non-teaching staff and children.

FOR PREVENTING POOR BEHAVIOUR:

- Clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of, all teaching and non-teaching staff.
- A schedule of sanctions for undesirable behaviour.
- Conscientious supervision of pupils at all times.
- Rapid and stringent response to incidents of bullying and racial or sexual harassment.
- Helping children to come to terms with personal and social differences, which may hinder their success at school.
- A readiness to tackle persistent behavioural problems through the special needs procedure (see SEND Policy).

FOR PROMOTING CARE OF THE PHYSICAL ENVIRONMENT:-

- Display of children's work to enhance the environment, engage children's commitment to the environment and increase self-esteem.
- Where appropriate, the involvement of children, parents/carers, governors and representatives of the wider community in the planning, and, where practical, the implementation, of developments to the school environment.
- A variety of security measures.
- The work of the caretaker/site manager whose constant presence deters intruders and who is able to respond rapidly to rectify any damage.

Points to note:

- *Children who regularly find lunchtimes difficult will be supported by the provision of a quiet room which is supervised by a member of staff, access to the sensory room if appropriate or 1 to 1 with the teacher.*
- *Where the class teacher sees fit to keep a child in class during lunchtime it is THEIR responsibility to supervise that child.*
- *The chain of command is to be bypassed ONLY in the instance of SEVERE BEHAVIOUR INCIDENTS (see below).*

Sometimes, despite Academy led interventions, some children require additional support to modify their behaviour. The SENCO will ensure that referrals are made to the appropriate outside agencies to ensure advice and support mechanisms are identified and put into place for the child in school and if necessary within the family setting. These will involve, for example, classroom observations, meetings with parents/carers, taking views of the child, discussion of strategies with the class teacher/leaders and monitoring the progress of the intervention. A small number of children may require substantial additional support. A small minority of children continue to present challenging behaviour, despite the support identified. A Pastoral Care Support Programme/Behaviour Plan with identified targets for improvement is put in place, when a child is in danger of fixed term or permanent exclusion. If a child continues to present difficulties then the need for alternative provision is considered.

Methods for recording breaches of behaviour

All class teachers at Bourne Elsea Park and year leaders at Bourne Abbey will keep a log book, in which to record serious or persistent breaches of the behaviour codes and the steps taken to address these issues.

The Head of School or Executive Head teacher will keep a record of all actions taken with regard to serious or persistent breaches of the behaviour code.

Lunchtime Arrangements

Rewards;

MDSAs will have green cards upon which to write the name and class of children who have been seen to be making good behaviour choices. The green cards will be placed into the Finer Diner box in the hall. **Three** of these green cards will be drawn at random and the children will win a small prize. A further **seven** green cards will be drawn to decide who will be the “finer diners” that week.

Sanctions;

MDSAs will each have a notebook (provided by school) in which to write down the names and class of children who have been seen to make poor behaviour choices (with a brief explanation). Working on a system of an initial warning, if they need to be told again then the name of the child is to be recorded on a red card and placed into a red

box in the hall (teachers should not read the name(s) out publicly). The cards will be scrutinized by the SLT on a Monday and any child will be seen by the HoS and appropriate sanctions made. The parents/carers of persistent offenders will be contacted by the HoS. The aim of this will be to have an extremely small number of red cards, if any, each week. If there are no red cards, all the children will receive an extra 5 minutes playtime on a Friday.

Exclusions from school

We do not wish to exclude any child from the Academy, but sometimes this may be necessary. The Academy has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called 'Exclusion from maintained schools, Academies and pupil referral units in England' (DfE June 2012). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on academies and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Executive Head Teacher (or the Senior Leader acting in her place) has the power to exclude a child from the Academy. The Executive Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one academic year. In extreme and exceptional circumstances, the Executive Head Teacher may exclude a child permanently. It is also possible for the Executive Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Head Teacher excludes a child, she informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Executive Head Teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Governing Body. The Academy informs the parents or carers how to make any such appeal.

The Executive Head Teacher informs the LA and initially the Chair of Governors about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Executive Head Teacher.

Any child returning to school following an exclusion is involved, along with parents/carers, in a reintegration meeting. At this meeting a Behaviour Support Agreement is drawn up and signed, a Pastoral Support Plan discussed and a review date set. The Executive Head Teacher or a member of the SLT along with the class teacher/year leader (and SENCO if appropriate), would attend this meeting.

Success Criteria

Indications that this behaviour code is succeeding could include:

- A reduction in the number of reward time minutes/sessions removed.
- A reduction in the number of incidents recorded in the behaviour logs.
- A reduction in the number of incidents referred to the HoS and/or EHT.
- Positive feedback from teachers, support staff, parents/carers and pupils.
- Observation of positive behaviour in classrooms, corridors and playground
- Positive feedback from pupil, staff and parent/carer questionnaires
- Ofsted and SIAMs inspections

Responsibilities

Staff/Governors: The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour. The HoS, EHT and Governors have overall responsibility for ensuring positive behaviour.

Parents/Carers: Parents/carers have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour. They must agree to support the school in actions it may take.

Please see our website for our Behaviour Booklet for children, parents and carers and our Home School Agreement.

Pupils: Pupils must be responsible for their own positive behaviour and meet the expectations set out by the school.

Monitoring and review

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

The Academy keeps a variety of records concerning incidents of misbehaviour.

The class teacher records minor classroom incidents.

The Year Leaders/Phase Leaders, Assistant Head Teachers, Deputy Heads and Head of School record those incidents in which a child is sent to him/her on account of poor behaviour. A member of the SLT will also record incidents in which a child is sent to the Executive Head Teacher on account of poor behaviour.

We also keep a record of any incidents that occur at break or lunchtimes.

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

It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure the Academy policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of equality.

Bullying

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who bully others need to learn different ways of behaving.

In our Academy, we acknowledge that bullying can happen from time to time – indeed it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our bullying policy.

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCR (United Nations Convention on the Rights of the Child):
UNICEF Article 19: Every child has the right to be protected from harm and to be kept safe.

‘Be kind to one another, tender-hearted, forgiving of one another, as God in Christ forgave you.’ Ephesians 4:32

1) Objectives of this Policy

The AAT Bullying Policy outlines what we will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community; Student Council feedback, parent/carer, pupil and staff questionnaires, staff meetings, Ofsted and SIAMs inspections. Our Academy will meet the legal requirement for all schools/academies to have a bullying policy in place. We will work closely with other professional agencies acknowledging our legal duties under the Equality Act 2010 and the SEND Code of Practice, July 2014

2) Our school community:

- ❖ Discusses, monitors and reviews our bullying policy on a regular basis.
- ❖ Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- ❖ 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 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 bullying policy.
- ❖ Seeks to learn from good bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

3) Definition of bullying

Bullying is “**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally**”.

Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through web-sites, social networking sites and instant messenger), sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- ❖ Bullying related to race, religion or culture.
- ❖ Bullying related to special educational needs.
- ❖ Bullying related to appearance or health conditions.
- ❖ Bullying related to sexual orientation.
- ❖ Bullying of young carers or looked after children or otherwise related to home circumstances.
- ❖ Sexist or sexual bullying.
- ❖ Cyber bullying.

5) Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied.

Signs of a child who is experiencing bullying may include

- Distinct change in personality
- Sudden change in behaviour pattern
- Reluctance to leave adults
- Problems at home.
- These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

The class teacher will probably be the first person to identify a problem.

It is the professional duty of the class teacher to handle the child sensitively and discreetly.

The class teacher should:

- Take the incident or report seriously
- Reassure the victim offering positive advice and action
- Keep the victim fully involved in the progress of the investigation
- Offer future help/counselling

The class teacher should refer to colleagues, Senior Leaders or the Executive Head teacher depending on the severity of the bullying. It is important that written records should be kept at all times. Parents/carers should also be contacted and informed.

6) Preventing, identifying and responding to bullying

We will:

- ❖ 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.
- ❖ Consider all opportunities for addressing bullying including through the curriculum, through SEAL displays, through peer support and through the Student Council.
- ❖ Train all staff including lunchtime staff, learning mentors and playground pals to identify bullying and follow school policy and procedures on bullying.
- ❖ Actively create "safe spaces" for vulnerable children and young people.

7) Involvement of pupils

We will:

- ❖ Regularly canvas children and young people's views on the extent and nature of bullying.
- ❖ Ensure pupils know how to express worries and anxieties about bullying. Strategies include: Worry box, Safe Hand, telling appropriate adults (such as teachers, TAs, dinner ladies, parents/carers), Reading Buddies, Play Leaders, Peer Mediators, Student Council members, confide in a friend or older pupil, parent feedback sheets following any bullying incidents. Reinforce message 'TELL' eg. in PSHE, assemblies, Collective Worship (see timetables, planning and assembly/Collective Worship rota).
- ❖ Use of external experts to equip children with skills needed eg Zippy's Friends, Education Life Bus, eCadets and Local Authority esafety updates and workshops, NSPCC.
- ❖ Ensure 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 schools.
- ❖ Publicise the details of helplines and websites.
- ❖ Offer support to pupils who have been bullied.
- ❖ Work with pupils who have been bullying in order to address the problems they have.

8) Liaison with parents and carers

We will:

- ❖ Ensure that parents/carers know whom to contact if they are worried about bullying.
- ❖ Ensure parents/carers know about our complaints procedure and how to use it effectively.
- ❖ Ensure parents/carers know where to access independent advice about bullying.
- ❖ Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

9) Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- ❖ Complaints policy
- ❖ Equality Policy
- ❖ Confidentiality Policy
- ❖ Internet Safety
- ❖ The teaching of Citizenship and PSHE Education
- ❖ SEND and Inclusion
- ❖ Child Protection Policy
- ❖ Learning and Teaching Policy

10) Monitoring & review, policy into practice

We will review this Policy annually as well as if incidents occur that suggest the need for review. The number and frequency of bullying incidents will demonstrate whether the policy is working or not. To ensure this policy is effective it will be monitored and evaluated through leadership (including governors), staff/leaders' meetings, questionnaires, student council.

The school uses the guidance by the DfE to inform its action planning to prevent and tackle bullying.

11) Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this Policy.
- Governors, the EHT, HoS, Senior Leaders, Teaching and Non-Teaching staff to be aware of this Policy and implement it accordingly.
- The Executive Headteacher to communicate the policy to the school community.
- Pupils to abide by the policy.

Our school's approach to bullying

A definition of Bullying taken from the book 'Crying for Help – the No Blame Approach to Bullying' by George Robinson and Barbara Maines published by Lucky Duck Publishing.

"Bullying:

- Is social behaviour, often involving groups
- Takes place repeatedly, over time
- Involves an imbalance of power
- Meets the needs of those holding the power
- Causes harm to those who are powerless to stop it
- Can take many forms: verbal, physical, psychological".

Although a very rare occurrence at our school BULLYING IS TAKEN SERIOUSLY AND WILL NOT BE TOLERATED.

We need to provide a safe environment for all.

We are aware of the problems which bullying causes and endeavour to support children and give them strategies for dealing with this. These strategies may take different forms according to the nature of the problem. Bullies often don't know the effect their behaviour can have on a victim but if they are told, their behaviour **can change**.

Our aim is to create a school environment where bullying is seen by all to be inappropriate (prevention). However should it arise we need to give help to the bully and the victim. The primary focus is to change the behaviour of the bully and those who collude or stand by and do nothing. "By involving the peer group it is possible to enhance the emphatic responses of the healthy members of the group. This in turn has an effect on the behaviour of the bully, who no longer has the group's consent to behave in a bullying manner". (Taken from "No Blame Approach to Bullying").

One of the strategies which has been adopted by our school is the "No Blame Approach" which follows the procedure below:-

1. Talk to victim
2. Convene meeting with people concerned
3. Explain problem
4. Share responsibility
5. Ask group members for ideas
6. Leave it up to them
7. Meet them again about a week later

Another way is through the D.A.R.E programme which teaches the children assertiveness skills and raises their awareness of situations in which bullying can occur.

Positive intervention can also stop bullying and educate those involved to the damage that bullying can do and the part they can play in prevention and support.

A further strategy is "Self-Resolution". Here, the children concerned (usually two) are given "time out" to talk through the problem, deliberately without adult help, and seek to come to a mutual understanding.

All bullying incidents will be recorded in the school's Behaviour Log. The EHT and HoS are responsible for co-ordinating the recording system.

This information will then be discussed at weekly staff meetings. Staff will follow the school behaviour guidelines.

Pupils that are found to have made malicious allegations against school staff are likely to have breached school behaviour policies. The school will follow the guidelines set out in the DfE document 'Dealing with Allegations of Abuse against Teachers and other Staff

2011' and would consider whether to apply an appropriate sanction, which could include temporary exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Health and Safety/Physical Intervention

We believe that everyone is entitled to feel safe.

To ensure the safety and well-being of pupils, staff and visitors it may be necessary to physically intervene if a pupil is likely to hurt themselves or others and the pupils have not responded to verbal requests to modify their behaviour. We also have a 'Physical Intervention Policy' which incorporates guidance from the DfE 2013 'Use of reasonable force. Advice for Head teachers, staff and Governing Bodies'.

Parents and carers will always be informed if their child has been physically restrained. All persons involved will be given the opportunity to discuss how the incident arose, and how to avoid repetition.

All staff have been given training in safe physical intervention led by the Team Teach (See training programme).

A copy of this policy is available on our school websites for all parents/carers to read.

Policy reviewed: September 2017

Next review: September 2018