

NEWMAN SCHOOL

POLICIES

Behaviour and Relationships POLICY
(incorporating physical restraint)



Newman School Policy on behaviour and relationships (incorporating physical restraint)

Version Control

Version	Author	Changes	Approved	Review
2	M. Glarvey	Removal of ref to ROC. Amendments to include guidance on suspensions and exclusion, RMBC Exclusion toolkit.	February 2023	February 2026

‘The use of Positive Handling to manage physically challenging behaviour’

This Policy has been prepared after staff discussions and was adopted by the Governing Body in October 2021

Responsible Governor - Chair of Governors

Review - Annually by the Head Teacher, Senior Leadership Team and the Governing Body.

RATIONALE

This policy underpins our school’s commitment to ensuring that Newman School is a community in which all people are respected and enabled to grow as learners in a safe, caring and stimulating environment. In its implementation of this policy Newman School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

Newman School physical restraint is based upon the DfE document, Use of Reasonable Force, July 2013.

At Newman School we want:

- To create a warm and calm atmosphere that promotes positive behaviour.

- To ensure consistent and clear expectations alongside effective management of behaviour across the school.
- To create a climate of mutual respect within the school environment and the wider community.
- To promote the continual professional development of all stakeholders and relevant outside agencies in the area of positive behaviour management.
- To develop a partnership with parents/carers in the behaviour management of their child or young adult.
- Staff are aware that any form of behaviours displayed are a form of communication which may have an impact on a student's behaviour management and require alternative learning activities and regulation strategies.
- To provide language/communication support where possible.

PROMOTING POSITIVE BEHAVIOUR AND VALUES AT NEWMAN

- The attitude and behaviour of every member of staff is vital in creating and maintaining a positive ethos.
- A committed team approach is vital to the promotion of a positive ethos.
- Staff provide a positive role model for students and this is reflected in their professionalism.
- Work will be appropriate to the abilities and emotional, religious and cultural needs of each student where possible.
- Students are encouraged and expected to respect each other, staff, visitors, the school environment and those they meet when out of school.
- Student rewards for House points system, for termly rewards and visits.

Our Teacher want our children to be:

- Ready – Ready to learn
- Respectful – Are kind and respectful to all
- Safe – Making safe choices

Our pupils want our teacher to:

- Care about them
- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair

- Have a sense of humour
- Seek additional support when necessary

ROLES AND RESPONSIBILITIES

What we will do as a school:

GOVERNORS

- There is a named governor responsible for safeguarding
- To monitor, review and ratify the policy, at least annually.
- To monitor significant Incident and Accident reports.

SENIOR LEADERSHIP

- Oversee the implementation of behaviour and discipline procedures across the school.
- Liaise with outside agencies with regard to general behaviour policy procedures.
- Monitor and evaluate the effectiveness of the behaviour policy.
- Support staff in dealing with individuals who present with behaviour that challenges.
- Coordinate training for staff.

EMOTIONAL SUPPORT AND WELLBEING TEAM AND TEAM TEACH INSTRUCTORS

- Oversee the drawing up, implementation and review of positive handling plans.
- Maintain a central record of Team Teach training,
- Evaluations of incidents monitored through CPOMS.
- Organise and deliver Team Teach initial and re-accreditation training across school and the wider community.
- To issue a copy of this policy (including updates) to every member of staff and ensure they sign to confirm that they have read and understood it.

COMMUNICATION TEAM

- Provide pupils with knowledge, skills and understanding to enable them to communicate.
- Develop means of communication appropriate to each pupil's individual needs.
- Provide pupils the opportunity to make meaningful choices.
- Promote communication.

CLASS TEACHER/TAG Support

- Write/Contribute to the writing of Support Plans, (that may include a specific positive handling plan) after reflection on incidents and in consultation with each other.
- Advise colleagues on the implementation of the plan.
- Report all incidents within 24 hours of the event.
- Deal with record and evaluate incidents of inappropriate behaviour.
- Complete Incident reports when necessary – including crime/hate related incidents.
- To make phone calls home.
- Refer serious concerns to the emotional support coordinator and/or a member of Senior Leadership Team.
- To receive and read a copy of this policy (and any updates) and sign to say they have.
- Understand the principles and values of Team Teach.

What you can do:

PARENTS/CARERS

- Support Newman's commitment to Team Teach, and agree that positive handling strategies can be used with your child or young adult if it becomes necessary.
- Agree the expectations of pupils' behaviour in the school policy, and encourage your child or young adult to accept the standards wherever possible.
- Support the school and contribute towards achieving these standards, by reporting on progress and achievements of your child or young adult.
- Report any concerns you have to the school.

TEAM TEACH AT NEWMAN

Team Teach is a structured, non-violent staff development programme that promotes Techniques (that are) Effective (with) Anger, aggression Management (utilizing) Therapeutic Educational Awareness Communication Handling (strategies). In 2015, Team Teach achieved accreditation from the Institute of Conflict Management (ICM), which was established with the support of the Health and Safety Executive in 2000.

The Team Teach approach is holistic and promotes positive and protective handling strategies. A huge emphasis is placed on preventing and de-escalating situations and behaviours before physical intervention becomes necessary. However, Team Teach does recognise that there will be times when staff are left with no other option than to guide, escort or hold a student, and it teaches safe, effective ways to do this. Newman is committed to Team Teach and is working towards ensuring that all staff have been trained in its use. Any risk associated with physical intervention is

covered in great detail during initial and refresher training for members of staff. “Team Teach techniques seek to avoid injury to the students, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the students remain safe”. (George Matthews – Director).

Two members of staff have Team Teach instructor status and they provide an initial two day training course for new members of staff, then a one day re-accreditation bi-annually.

SUPPORT PLANS (POSITIVE HANDLING PLANS)

On individual student support plan if physical intervention is a strategy that is used, it should be included in these plans as a specific positive handling plan. The term ‘Positive Handling’ is used to describe the full range of strategies used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff, children, young people and others. The use of force only forms a small (less than 5%) part of the Positive Handling Plans and will always be used as a last resort across the school. All physical interventions, including restraint (RPI), are conducted within a framework of positive behaviour management.

Support plans are reviewed termly.

The Legal Framework

The Department for Education guidance document ‘Use of reasonable force (July 2013) states that all members of staff have a legal power to use reasonable force.

Throughout staff training emphasis is placed on dynamic risk assessment and the key questions.

- Is it reasonable?
- Is it proportionate?
- It is necessary?
- Is this intervention in the best interest of the child?

Rewards and Positive reinforcement

The following are examples of the range of positive approaches used at Newman School:

- Verbal praise
- Applause

- Peer recognition
- Stickers
- Merit Awards/ certificates
- Playground/School Responsibilities
- Letters/cards home - formal letters and postcards
- Phone call home
- Student of the week
- Half term awards
- Student of the Year
- 'Always Award' for pupils who always work and behave well

PROACTIVE STRATEGIES

In staff training emphasis is placed on proactive strategies. 'Team Teach' call these 95% techniques. Proactive strategies are intended to avoid the need for physical support.

Examples of these 95% Strategies include:

- Change of face
- Distraction
- Success reminder
- Humour
- Removal of Audience
- Verbal support
- Building a trusting and secure staff/student relationship;
- Creating a safe environment
- Students requesting space/time to self-regulate

When routine classroom management is not effective in dealing with incidents of inappropriate behaviour, it may be necessary to draw up a Positive Handling Plan for an individual student. The class teams and emotional support coordinator are responsible for drawing up the plan, in consultation with parents, other members of staff and outside agencies if necessary. Outside agencies may include those from a wide range of backgrounds, including the Educational Psychologist service, respite care homes, social workers and Medical Professionals etc. The plan will indicate which socially unacceptable behaviours are being exhibited and possible triggers for them. It will provide guidelines for managing the environment in order to prevent incidents of

inappropriate behaviour, and clear instructions on how to intervene when the behaviours have occurred.

The class teacher, the parent, the emotional support coordinator and a member of the senior leadership team will sign the plan. It will be reviewed at least annually. A shortened version of each plan, highlighting key actions, will be displayed in the student's classroom if necessary. Unfamiliar staff will be given the opportunity to read individual plans for consistency of behaviour management.

RECORDING OF INSTANCES OF THE USE OF POSITIVE HANDLING (RPI)

As a school we are constantly reviewing and reflecting on observations made to determine the function of a young person's behaviour e.g. communication. To support this class teams, keep classroom records to ensure any plan in place can be reviewed and updated as and when needed. Recorded on CPOMS to monitor incidents. Based on this assessment and reflection if it is identified that a Restrictive Physical Intervention (RPI) may be needed then this is detailed in an individual's positive handling plan.

DEFINITIONS OF POSITIVE HANDLING (RPI)

No legal definition of reasonable force exists, however for the purpose of this policy and the implementation of it in Newman:-

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Physical Contact

There are situations in which proper physical contact occurs between staff and students. Examples of these would be in the personal care of students with complex medical needs, in games/PE, or to comfort a student in distress.

Physical Intervention

This may be used to divert a student from a disruptive or destructive action, for example guiding or leading a student by the hand, arm or shoulder, with little or no force.

Physical Control/Restraint

This will involve the use of reasonable force when there is an immediate risk to students, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All incidents must be recorded and stored on CPOMS and Team Teach Bound Book.

The level of compliance from the student determines whether or not the interaction is an intervention or a control/restraint.

Use of restrictive clothing.

Some people with learning difficulties display behaviours that pose difficulties for carers and staff and put the young person at risk. These could include taking off clothes in inappropriate places or smearing. Staff may try to stop these behaviours through the use of some form of restrictive clothing which impedes such behaviours e.g. bodysuits or overalls. If such restrictive practices are used, they will be supported by a Positive Handling Plan which will seek to address why the behaviour is happening and how the young person in time may learn to change the behaviour.

Definitions and scale of misbehaviour

Misbehaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtime
- Refusal of completion of classwork
- Poor attitude

Serious Misbehaviour

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation including language
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. (see list page 10 and 11)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

<u>TYPES OF BULLYING</u>	<u>DEFINITION</u>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

SEARCHING PUPILS FOR PROHIBITED ITEMS

The Education and Inspections Act 2006 gives statutory power to Head teachers/Principals and other staff authorised to do so the power to screen and search students for prohibited items either with or without the pupils' consent.

The following excerpt from the DfE publication 'Searching, Screening and Confiscation-advice for Head teachers, school staff and governing bodies July 2022' seeks to clarify the school's position relating to this section of the Social Conduct Policy:

"School staff have the power to search a pupil for any item if the pupil agrees"

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and vapes
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence
- an item to cause personal injury to or damage to the property of, any person (including the pupil)
- Electrical devices not handed in before entering the school

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for."

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's

mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

Any staff member must have 'good reason' to examine or erase data or files from a seized electronic device. 'Good reason' would include reasonably suspecting that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a member of staff finds a pornographic image, electronic or otherwise they may dispose of or delete the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. It is expected that staff members report such occurrences immediately directly to the Designated Safeguarding Lead (DSL), deputy Designated Safeguarding Lead or a member of the Senior Leadership Team and that no disposal or deletion of images occur until this has occurred.

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.

Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

Responding to Incidents

- Misbehaviour incidents, as defined on page 9, are firstly dealt with by staff involved.
- If the staff involved wanted to take the student elsewhere to work but did not have staff available to cover in class the staff involved would make a "**code 1**" call to the TAG on call team. TAG support would then come down and support in class.

- If the staff involved wanted support with a student and wanted TAG support to stay with them and the student they would make a “**code 2**” call to the TAG on call team. TAG support would then come down and support staff with student.
- If the staff involved wanted support with a student and wanted TAG support to remove the student they would make a “**code 3**” call to the TAG on call team. TAG support would then come down and support student outside of the classroom.
- All incidents of violence to staff (3), including verbal abuse must be recorded on the appropriate Violence to Staff form and reported to SLT. They are then recorded on CPOMS and reported to the LA.
- All incidents between pupils which involve injury must be reported to Class teacher and SLT, recorded on the appropriate form and logged on CPOMS.
- If in doubt, staff should always inform the Form Teacher/SLT or a member of the Emotional Support and Wellbeing Team.
- If any incident requires staff or pupils needing medical attention staff to alert the appropriate first aider.
- Any incidents that have involved Physical Control/restraint are to be logged on CPOMS and the Team Teach Bound book completed.
- All crime, hate related or harassment incidents are to be recorded on CPOMS with the Hate/Crime incident report form being completed and a copy sent to the local authority.

APPLYING CONSEQUENCES

The school believes that positive reinforcement is the most effective way of encouraging appropriate behaviour. However, there are occasions when it is in the best interest of the student, to apply consequences to behaviour. Staff will assess that students are aware that their behaviour is unacceptable, and that the behaviour is within the students control, BEFORE a consequence is applied. Consequences will be used sparingly, sensitively and after due care and consideration to restore and repair the situation, to enable the student to re-engage with learning and social contact.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A conversation may be had with a class team member

- Where children have struggled to manage their behaviour in break time may be encouraged to use reflective time during the next break in order to discuss, resolve and repair their relationships with others following incidents, and review the expectations at this time.
- Where children are unable to remain safely in the classroom they may choose to, or be supported to, use the 'Chill out Rooms'. Chill out Rooms provide a quiet safe space where children can be co-regulated alongside staff members in order to return to a calm state, ready to continue work. These spaces have been customised by using the lighting as well as the use of 'Sensory Boxes' that involve several sensory toys in support children in co-regulation. Staff work alongside children in order to co-regulate, taking into account the child's support plan and strategies that are effective.
- Children may be asked to work outside their usual classroom space for a short period of time, in order to support the child to stabilise their emotions and feelings and supportively reinforce the Schools expectations.
- Students are expected to help look after our school environment. Where children may have caused damage or mess, they will be encouraged to repair this situation alongside members of staff.
- Children may be asked for work to be completed at break or lunchtime if not completed in lesson due to misbehaviour
- Referring the pupil to a senior member of staff
- Letters or phone calls will may be sent home to parents/carers
- Agreeing a behaviour contract between school, child and parents/carers

Suspensions

Suspensions will occur following extreme incidents at the discretion of the Head Teacher. A suspension will be enforced under these conditions:

- The pupil needs time to reflect on their behaviour
- To give the school time to create a plan which will support the pupil better
- The pupil being at home will have a positive impact on future behaviour

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Summary of recording document for incident

Incident	Recorded in
General Behaviour	<ul style="list-style-type: none"> • Arbor - Behaviour Log • TAG
Behaviour covered as part of Support plan	<ul style="list-style-type: none"> • Arbor • Support Plans • Team meetings • TAG
Serious Incident	<ul style="list-style-type: none"> • CPOMS • SLT/Governor • Bound Book and reported to Health and Safety at Local Authority • Hate/Crime related Incident form and reported to Local Authority/Police. • TAG
All Violence to staff- including verbal abuse	<ul style="list-style-type: none"> • CPOMS • Violence to Staff forms recorded on SMartlog • Support plans if repeated • TAG
Serious incident involving restraint	<ul style="list-style-type: none"> • Restraint Record – Bound Book (Located in Reception of each site)

Reflective and Restorative Practices

We at Newman promotes the use of Restorative Approaches in order to promote positive behaviour, rather than punitive consequences. Our children have often had a lifetime of punitive consequences that have not helped them to make modify their behaviour choices. Restorative language helps shift the focus away from blame and shame to root cause and repair. In a restorative conversation children are asked 5 magic questions to help them to deepen their understanding of what has happened and what they would do differently in future.

- 1) What happened?
- 2) What were you thinking/feeling?
- 3) Who has been affected?
- 4) What can we do to make this right?
- 5) How do you feel about this now?
- 6) What can we all do to move on from this?

Newman School make use of a number of reflective and restorative approaches in order to resolve incidents and to promote positive relationships which are bespoke to the individuals

understanding. You might notice a difference in the language and techniques that are used in school.

Verbally asked questions, Commutation aids, such as talkers, Makaton are some of the methods used. Every child will be given the support to be involved in reflective and restorative practices at Newman school.

Restorative language is a fair, respectful way of speaking to each other and our expectation is that everyone within school will attempt to use it or be aided to use it - both staff and pupil. We may develop a Peer Mentoring/Mediation/Interventions to aid Restorative practices if they are having a conflict at school. This is a meeting with everyone involved to:

- Discuss what is happening
- Look at who has been affected or upset
- Decide how it can be put right
- Find a way forward, in a way that is fair to everyone

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when pupils are:

- taking part in any school organised or school related activity
- travelling to or from school
- poses a threat to another pupil or member of the public

In the incidences above, the Head Teacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

MULTI-DISCIPLINARY PARTNERSHIP WORKING

The Newman community understands the value of early intervention and the positive impact close partnerships with parents, class teams and other professions can have. Interventions are created

when a student has recurring need for support. The class teacher will fill in a referral form and it will then be discussed at the next Targeted Action Group (TAG) meeting. On the form the teacher will highlight the concerns and will also put what success will look like. Once discussed and agreed a member of the group will be allocated and a review date of the intervention will be agreed. An intervention will usually last for between 6-12 weeks but this bespoke to the individual and can be for longer periods.

To ensure that our families have the support they deserve we have a dedicated team called Target Action Group (TAG). Our team includes:

- Headteacher (when appropriate)
- Senior Leader
- SEMH and wellbeing Support team members
- Speech and Language team member
- Team Teach Trainer
- Teacher for Behaviour and Culture
- Teacher of Primary

A golden thread that links all members of the team is promoting pupil voice and effective multi-disciplinary working.

When considering interventions for a young person, TAG will work in partnership with all areas of school to deliver support.

In addition, where needed we will also work with outside services. For example, at Newman we work hard to support our students' mental health. We frequently enlist the support of outside agencies, such as CAMHS, Early Help and the MASH Team to support families both in school or whilst remote learning from home.

COMPLAINTS

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

Additional Guidance

Behaviour of staff:

The behaviour of staff should always be of the highest standard; setting a good example by all that they do, always being mindful of the public face of the school and maintaining confidentiality at all times, particularly when using social networking sites.

When using social networking sites, staff should never accept as 'friends' pupils or parents at the school and should be very mindful of being 'friends' with ex -parents or ex-pupils where it may lead to a breach of confidentiality or bringing the school into disrepute.

Behaviour of Governors:

Governors should always be mindful of the position of trust they hold and behave accordingly. They should maintain confidentiality for all families and should not be drawn into specific issues relating to the school but should pass on parental concerns about the day-to-day running of the school to the Headteacher or any policy concerns to the appropriate committee or full board of governors. They can also advise parents about how to access complaints procedures and/or policies.

When using social networking sites, governors should never accept as 'friends' pupils at the school and should be very mindful of any comments they post or discussions they enter into involving school issues. They should also be very careful that comments do not lead to a breach of confidentiality, criticism of members of staff or act against the agreed policies of the school.

Behaviour of parents:

It is very important that the school should aim to maintain positive relationships with parents at all times so that children perceive a strong and supportive approach by both home and school.

Where there are any concerns that this relationship is not working, a child's class teacher will seek ways of improving this in the first instance.

Should this be unsuccessful, it will be raised with the parents by the Headteacher. This may also involve discussions about unhelpful or distressing comments made on social networking sites.

In relation to behaviour of parents towards any member of staff, governors or volunteers, the school will not tolerate any instances of:

- Bad language
- Bullying Threatening behaviour
- Verbal abuse

- Physical abuse
- Malicious gossip
- Using social networking sites to single out individuals or to distribute untruthful or malicious information or comments

Any of the above could result in a legally approved warning letter by the school and, should they persist, would result in the offender having their license to enter the school premises withdrawn. In the case of social networking sites, this would result in a request for comments to be withdrawn and could result in prosecution by the board of governors.

Written Statement of Behaviour Principles

- Every pupil has the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy.
- The Behaviour Policy is understood by pupils and staff.
- Exclusions will only be used as a last resort. Processes involved in permanent and fixed-term exclusions are led by RMBC.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This Written Statement of Behaviour Principles is reviewed and approved by the full governing body every two years. Next Review annually.

Additional information

The Policy has been developed in response to DfE. Guidance (07/2013) on “The use of force to control or restrain pupils”, and in conjunction with section 93 of The Education and Inspections Act 2006.

It also follows the BILD code of practice for the use and reduction of restrictive physical interventions. (2010) ‘Third edition’

The policy should be read in conjunction with other school policies relating to interaction between adults and students.

The policy has been prepared for the support of all teaching and support staff who come into contact with students and for volunteers working within the school/college to explain the arrangements for care and control. Its contents are available to parents and pupils.

Newman School Policy provides a graduated response to physical intervention and guidance on dealing with challenging behaviour. This includes information on the use of reasonable force to control or restrain pupils, with Team Teach being the chosen strategy.

DfE guidance on the use of force 'July 2013' stipulates that reasonable force may be used:-

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.
- Serious damage to property or a criminal offence.

The Department for Education guidance document 'Use of reasonable force (July 2013) states that all members of staff have a legal power to use reasonable force.

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support staff when they use this power.
- Teaching and non-teaching staff work in 'loco parentis' and have the power to use reasonable force. They should always operate with an appropriate "Duty of Care". They could be liable for a claim of negligence if they fail to follow the guidance within this policy.
- The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

IMPORTANT DEFINITIONS

Seclusion

In exceptional circumstances, where judged necessary to maintain safety of student and adults the Head teacher or SLT may authorise for a disruptive or unsafe student to be placed in an area away from other students for a limited period. The student will always remain with an adult. *(1)

Isolation

Any use of isolation that prevents a child from leaving a room will only be authorised in exceptional circumstances. Forced to spend time alone against will requires statutory powers other than in an emergency.

Time Out

Time outs can be requested by students or prompted by staff to allow time to self-regulate

Withdrawal

Removed from the situation but observed and supported until they are ready to resume.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

In all instances when If RPI is used a CPOMS incident log will be completed by a member of staff who was present during the incident. All staff have a user name and password for this. These will then be discussed with, and signed by a member of SLT/Emotional Support coordinator and/or Class Teacher. This will form the debrief repair and reflection process that will follow after every incident. This system will also be used for any accidents or injuries to staff or students. Students will be offered a repair and reflection process by a member of the staff team.

CPOMS also provides opportunity for SLT/Emotional Support co-ordinator to complete detailed analysis across the school. This is completed to ensure the plans in place are effective in reducing the frequency, severity and duration of observed behaviours that may be impacting on accessing the learning opportunities on offer.

Helpful links

- (1) <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- (2) In extreme situations where it is in the risk assessment of individual pupils for the physical safety of other students and staff.

- (3) RMBC Definition of Violence to Staff Incident:
- “Any incident in which an employee or elected member is verbally abused or threatened, or physically assaulted, in circumstances
- RMBC Suspensions and Permanent Exclusions toolkit.