SELWOOD ACADEMY
ANGLICAN/METHODIST FOUNDATION SCHOOL

BEHAVIOUR FOR LEARNING POLICY

1. Rationale

It is essential for pupils to experience positive relationships with staff and with each other so that the aims of the Academy can be realised, producing effective teaching and learning.

2. Aims

2.1   To ensure that good behaviour and positive attitudes are encouraged and are rewarded appropriately by all staff.
2.2   To ensure that staff have shared, high expectations of pupil behaviour.
2.3   To ensure that staff expectations are communicated clearly to all pupils.
2.4   To ensure that unacceptable behaviour and negative attitudes including bullying are discouraged and that a range of appropriate sanctions is available to all staff.
2.5   To ensure a commitment by staff to working with pupils, parents and outside agencies to bring about changes to inappropriate pupil behaviour.

3. Objectives

3.1   The school's rights and responsibilities code and consequence and rewards document will be displayed prominently in all classrooms and around the Academy.
3.2   Teachers will remind pupils of these at the beginning of every academic year, during lessons, and, when appropriate, during tutor sessions and acts of worship.
3.3   To ensure that all related Policies are implemented, including Rewards, Anti-Bullying, Anti-Racist and Equal Opportunities.
3.4   Staff will use the strategies in the document Promoting Positive Behaviour at Selwood, regarding appropriate and inappropriate Behaviours (Appendix I).
3.5   The Assistant Head (Behaviour and Inclusion) will support Pastoral and Faculty Heads work with individual tutors when dealing with inappropriate behaviour in accordance with the Behaviour Policy Stages.
3.6   Where necessary relevant staff will contact parents and liaise with outside agencies.

4. Procedures and Practice

These are contained in the:-

1.   Anti-Bullying Policy (Appendix VIII)
2.   Anti-Racist Policy (Appendix IX)
3.   Physical Intervention Policy (Appendix X)
4.   COVID 19 Managing Pupil Behaviour Appendix (XI) September 2020.

Appendices: Appendix I   Promoting Positive Behaviour at Selwood
                Appendix II   Behaviour for Learning Code
                Appendix III   Restorative Conference procedure
                Appendix IV   Strategies to manage inappropriate behaviour
                Appendix V   Consequences for disruptive behaviour
                Appendix VI   Behaviour intervention structure
                Appendix VII   Confiscation of inappropriate Items

Responsible Committee: Teaching and Learning Committee
Date Last Reviewed: November 2020
Due to be Reviewed: November 2021

At Selwood we work towards pupils developing an understanding of rewards offered by:

- a stimulating curriculum
- positive attitudes
- aspirational role models
- mutually respectful relationships
- pride in the outcome

To ensure that Selwood appreciates the success of all our pupils in the areas of:

- effort
- achievement
- citizenship

We use a range of rewards to:

- encourage pupils to repeat behaviour because they have positive outcomes
- contribute to pupils' self-esteem – which nurtures their emotional, social and academic development
- help to establish and nurture positive relationships between teachers and pupils

a) **Non – verbal praise** - consists of smiles, thumbs up, stickers, stamps etc.

b) **Verbal Praise** - this can range from a quiet word to more 'public' recognition in class, or in assemblies. Verbal praise can be given to, and by, everyone.

c) **Display of Pupils' Work** - to show pupils, staff, parents and visitors that we value the work and the pupil, and are proud of their success.

d) **Role of Monitors** - to show pupils they are trusted to be capable and responsible within each tutor group, monitors can be given position of responsibility. There are also a variety of monitor posts in each year group.

e) **Sharing** - Pupils may share a particular task or behaviour with others: tutor group or set group, tutor, a chosen adult, Pastoral Team leader, Member of the Leadership team.

f) **Certificates** - Range of certificates from Tutors, Pastoral Team Leaders and Leadership Team and Headteachers awards to acknowledge the specific success.

g) **Achievement Point System** - Pupils are awarded achievement points for anything positive; from good work to being a good member of the community. The Rewards System involves pupils being given achievement points for good attendance, attainment, progress and positive behaviour and participation. Pupils will receive a postcard or certificate when awarded a set number of achievement points. These will be handed out by PTL's in block hall assemblies. In addition a letter will be sent home to inform parents, signed either by the tutor, PTL or Headteacher.

Rewards

Praise Postcard	**25 Achievement Points**
Merit Certificate	**50 Achievement Points**
Bronze Certificate	**100 Achievement Points**
Silver Certificate	**150 Achievement Points**
Gold Certificate	**200 Achievement Points**
Platinum Certificate	**250 Achievement Points**

h) **Celebration Assemblies** - These will take place three times a year (Christmas, Easter and Summer) where Individual Subject, Tutor, Pastoral Team Leader and Leadership Awards will be presented. Achievement, effort and progress across the curriculum will also be recognised.

Appendix II   **Behaviour for Learning Code**

Rights

The School believes that the following rights apply to all within Selwood Academy:

- all pupils have the right to learn

- all teachers have the right to teach

- everyone has the right:

    - to feel safe;

    - to be listened to and be treated with respect;

    - to be treated fairly;

    - to be free from discrimination

Responsibilites

We, as a community, agree to the following responsibilities:

- to learn and let others learn;

- to show respect for others and their property;

- to arrive on time, equipped ready to work and dressed correctly;

- to follow instructions

<u>Appendix III</u>   **<u>Restorative Approaches</u>**

The aim of a restorative approach is to facilitate communication and dialogue which restores and promotes reconciliation.

It seeks to achieve agreement and reparation through dialogue between all those involved in an incident where harm has occurred.

Restorative approaches separates the person from the wrongful acts, **but it is essential that she/he admits that she/he has caused harm.**

Three main strands to this are:

1.   **Full restorative conference**
   - The facilitator (trained community volunteer) is consulted if it is felt that RJC could be beneficial in resolving conflict, relevant information is gathered and the facilitator decides if a conference is appropriate. If so, participants are seen by the facilitator who will also see the parents/carers if necessary. The format of the conference is explained and a date is then arranged.

   - At the conference each person in turn is asked how he or she feels about the incident and who has been affected.

   Important features of restorative conferencing:
   - The facilitator remains neutral.
   - The 'wrong doer' is given a chance to put things right.
   - An agreement is drawn up, all present sign and are given a copy.
   - Admittance should be made that harm has been caused.
   - Emphasis is placed on restoration and reparation.
   - It is seen as a positive experience.
   - Some form of reparation made.

2.   **A restorative meeting may be used in less formal situations – usually two pupils and the facilitator**
   The above principles apply
   - It is briefer than a full conference.
   - The incident is discussed and questions asked following the format of the full conference.

3.   **In and around the Academy**
   The language of restorative approach can be used in many situations in and around the Academy with a pupil whose action has impacted adversely on another, it can challenge the pupil to be aware of the effects of his or her actions on others and provide an opportunity to put things right.

The emphasis of using a restorative approach is active participation in a meaningful way, which encourages pupils to take responsibility for their actions.

Interventions may be necessary at Selwood.

However it must be remembered that:

- all children behave inappropriately at some time
- no child behaves inappropriately all of the time
- good role models
- inappropriate behaviour is learnt and can be unlearnt
- the teacher is an 'authority figure', the pupil must comply with reasonable requests
- relationships built on trust and respect are crucial – stress and conflict can prevent learning occurring
- schools, and the staff in them, make a difference

a. **Praise** - for those pupils who have adhered to the rules and routines.

b. **Use of Non-Verbal Reproof** - e.g. eye-contact, shake of the head, body language, tone and gesture combine to create a powerful message.

c. **Pause** - to draw attention to a direction that might otherwise be lost.

d. **Tactical Ignoring** - decide what can be ignored and how you are going to ignore it. For example by simply ignoring what a student is doing while at the same time acknowledging pupils who are doing the right thing. Giving a brief instruction before ignoring eg "Annie…(pause)…when you have put your hand up then I will help you" followed by turning away will also tactically ignore the inappropriate behaviour.

e. **Using Directional Statements** - these should be simple and brief eg "Geoff…(pause)… facing this way and listening…thanks."

f. **Use of Rule Reminders** - rules are a key aspect of preventative planning and should be phrased positively. They can then be used eg "Carl…(pause)… we have a rule for asking questions please use it. Thanks."

g. **Partial Agreement** - to be used when a student is disagreeing with, or challenging a teacher. Focus on the immediate behaviour and avoid arguing eg "Perhaps you were only getting a pencil Janette, and I'd like you to go back to your seat now". Be a broken record if necessary.

h. **Distraction and Diversion** - can be used to stop any disruptive or off-task behaviour eg "Ali…(pause)…can you show me your work, thanks."

i. **Refocus Questioning** - eg "How's it going Tim? What does this graph show?".

j. **Use of "when… then" Direction** - this conditional direction puts some of the ownership of the behaviour back with the pupil. For example, "When you've finished this writing then you can do your drawing."

k. **Take up Time** - give a pupil time to comply with your direction. This can be done by turning away, breaking eye contact etc.

l. **Give Choices** - give the student direct responsibility for their actions by using an If… then… direction. For example, "If you don't complete this work during the lesson, then you'll need to stay back at break to finish it." It is important that you follow up with the given choice.

m. **"Time Out"** - Change of place, and a clear explanation of the behaviour required for the pupil to return to their original seat. This may be the completion of a task or a time period of appropriate behaviour. The change of place may be in another classroom where the teacher is operating a buddy system.

n. Consistent application of the Consequences for Disruption to Learning.

Appendix V INTERVENTION FOR POOR BEHAVIOUR / EFFORT IN CLASS

See attached Document

<u>**Appendix V (cont) External Exclusions and Fixed Term Exclusions**</u>
In all cases of exclusion Selwood Academy will adhere to the most current protocols and guidance provided by the DFE .

A Headteacher may exclude a pupil for up to 45 days in a school year in response to a serious breach or persistent breach of this behaviour policy or where allowing a pupil to remain in school would seriously harm the wellbeing of the pupils within the school. Behaviour outside of school can result in exclusion. For the first five days of an exclusion work will be provided for completion at home and parents will be informed of their legal responsibility to ensure that their child is not seen in a public place during school hours. Failure to ensure this could lead to a fixed penalty notice being served. On the sixth day of provision the local Authority, the Academy and Frome Learning Partnership will be collectively responsible for educational provision for the pupil.

Permanent Exclusion
If a pupil is involved in a one off serious incident or if they have a cumulative record of consistently poor behaviour which disrupts the well- being and learning of other pupils, the Head teacher may decide to exclude a pupil permanently from the school.

Appendix VI Behaviour Intervention Structure

Pupil behaviour is monitored through weekly behaviour report by Tutor, CTL's and PTL's.
Pupils who need intervention are identified through consultation and analysis of behaviour information. Any patterns are to be noted. (Tutor, PTL)

- Check to see if there is any SEN information. Carry out a profile review of lessons with student.
- Establish what works well. Feed these into negotiated targets with the student for a positive report to the tutor. Parents to be informed (Tutor)

Liaise with SENCO/AHT. Consider existing support. Discuss and consider additional support.(Tutor/ PTL/ CTL).
- Learning need assessment/Speech and Language.
- Social and Communication need.
- Counselling/1:1 mentoring. Positive thinking.

Tutor Report (PTR)/ Teacher Report   (2 weeks) (Tutor/ Class teacher)

Parent Meeting
(For each intervention with person responsible for action)

CTL/HoF/PTL report (2wk review)
Behaviour Plan (PTL)

Consider interventions:-
- EHA - PTL (Liaise with Pupil Support Team)
- OASIS
- Behaviour Management Groups
- Social/emotional/ communication
- PCSO
- PFSA/PSA
- Counselling
- FLP- Intervention and discussion Panel(AHT/SENCO)
- Boxall/SDQ/ELA

Liaise with SENCO/AHT. Consider existing support. Discuss and consider additional support. (Tutor/ PTL/ CTL).
- Learning need assessment/Speech and Language.
- Social and Communication need.
- Counselling/1:1 mentoring. Positive thinking.
- Application for additional funding.
- Consider SEN support level

Pastoral Support Plan (PTL)
To include updated Behaviour Plan, initial parent meeting, all interventions and review dates with parents. (6 weeks with mid-point review to include parents)

- Team around the School
- Modified PSP (AHT/ SENCO/PTL)
- Headteachers' exclusion

Liaise with SENCO/AHT. Consider existing support. Discuss and consider additional support. (Tutor/ PTL/ CTL).
- Educational Psychologist
- Educational Health Care Plan

Additional Interventions
- Alternative provision
- Family Practitioner Support worker
- Modified timetable
- CAMHS
- Get Set/Children Social Care
- Ed Psychologist
- Governor's Panel

- Review at Team around the School
- Managed Move
- Permeant Exclusion/Alternate Provision

RESPONSIBILITIES

Assistant Headteacher with responsibility for inclusion will lead the inclusion provision and strategy

The tutor will:

- monitor behaviour of all members of the tutor group
- support the pupils verbally and by use of the pupil target report
- encourage and praise students for good behaviour
- give guidance on how to behave
- liaise with parents as necessary
- work with teachers, Pastoral Team Leaders and SLT to enforce the school code of behaviour fairly, consistently and effectively
- monitor Achievement Points and respond as necessary
- be involved in regular pastoral reviews
- check the Link book on a weekly basis to communicate with home

The teacher will:

- liaise with parents regarding student attainment & behaviour
- follow behavioural procedures to achieve consistency across the school
- implement appropriate awards & sanctions
- work with tutors, Pastoral and Curriculum team Leaders and SLT to enforce code of behaviour fairly, consistently and effectively
- take responsibility for the behaviour of pupils in their lessons

Heads of Faculty/Curriculum Team Leaders will:

- ensure that the school rules are enforced consistently and fairly within their area
- follow the procedures in order to achieve good order and effective learning within their area
- Implement rewards and sanctions as appropriate
- support staff as necessary when there are implementing the school rules
- take responsibility for the behaviour of pupils in their area

Pastoral Team Leaders will:

- monitor trends and patterns of behaviour and keep records of behaviour for certain individuals
- work with all staff to modify pupil behaviour as necessary
- liaise effectively with the outside agencies to support pupils and parents
- model and maintain high standards of behaviour within the school
- ensure that positive behaviour is modelled
- distribute rewards and apply consequences as necessary
- hold regular pastoral reviews
- meet parents with the student
- refer to the Senior Leadership Team for very serious incidents or if a student is failing to modify behaviour when all the strategies have been implemented

External Exclusions and Fixed Term Exclusions
In all cases of exclusion Selwood Academy will adhere to the most current protocols and guidance provided by the DFE.

A Headteacher may exclude a pupil for up to 45 days in a school year in response to a serious breach or persistence breach of this behaviour policy or where allowing a pupil to remain in school would seriously harm the wellbeing of the pupils within the school. Behaviour outside of school can result in exclusion .For the first five days of an exclusion work will be provided for completion at home and parents will be informed of their legal responsibility to ensure that their child is not seen in a public place during school hours. Failure to ensure this could lead to a fixed penalty notice being served. On the sixth day of provision the local Authority the Academy and Frome learning partnership will be collectively responsible for Educational provision for the pupil.

Permanent Exclusion
If a pupil is involved in a one off serious incident or if they have a cumulative record of consistently poor behaviour which disrupts the well- being and learning of other pupils, the Head teacher may decide to exclude a pupil permanently from the school.

Appendix VII   Confiscation of Inappropriate Items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from students:

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property and protects them from liability for damage to, or loss of, any confiscated items. Pastoral team Leaders will pass confiscated items to the main reception unless obliged to hand them to the police.

2) **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of a search and this is described in more detail in separate guidance in 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf

What the law says:

• 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.

• Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

• Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

• Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.

• Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.

• If a member of staff finds a pornographic image, they may dispose of the image unless 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. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.

• Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

• Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

• Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Who can Search?

The Headteacher, or a member of school staff who is authorised by the Headteacher

a) You must be the same sex as the student being searched; and authorised by the head teacher. But:

b) There must be a witness (also a staff member) and, if at all possible, they should be the same gender as the student being searched.

Responsible Committee:
Teaching and Learning Committee
Date Last Reviewed: **September 2020**
Due to be Reviewed: **September 2021**

Appendix VIII   **Anti-Bullying Policy**

1. Rationale

This policy adopts the definition of bullying agreed by the Frome Community Learning Partnership: "Bullying is a wilful, conscious and repeated act which aims to hurt, threaten or frighten someone."   Bullying will not be tolerated.

2. Aims

2.1   To promote co-operative and sensitive behaviour.
2.2   To create a climate in which pupils feel safe to talk about bullying.
2.3   To ensure a consistent whole-school approach to tackle bullying.
2.4   To engage parental support and assistance.

3. Objectives

3.1   To include a programme of behaviour education throughout the curriculum.
3.2   To give opportunities for pupils to discuss behavioural matters.
3.3   To nurture trusting relationships between pupils, parents and Academy staff.
3.4   To provide information and training for staff to achieve consistency of approach.
3.5   To work closely with parents through the home/school partnership and a clear statement of commitment and guidance in the Academy prospectus.
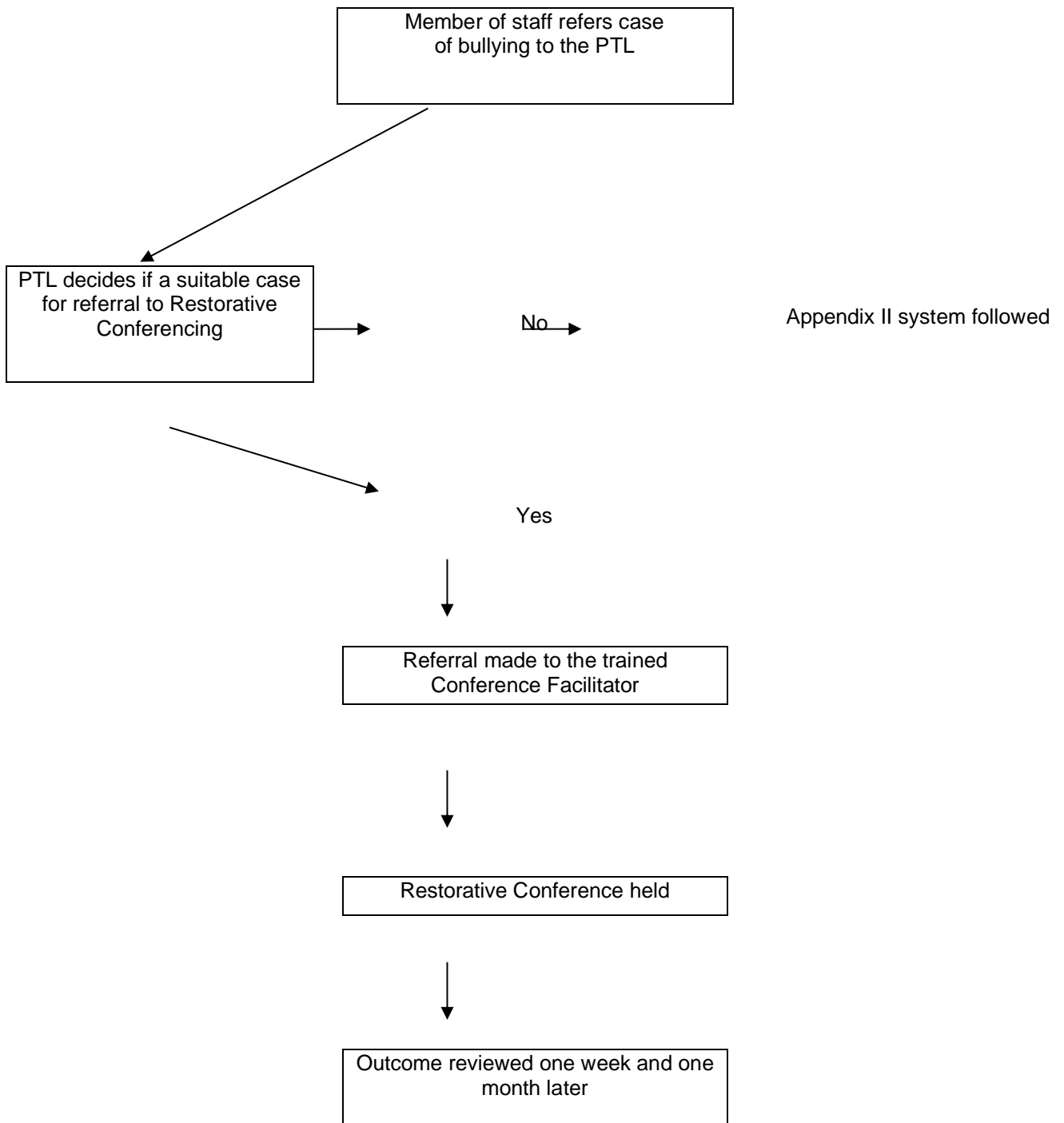
4. Procedures and Practice

4.1   Opportunities to promote responsible behaviour will be identified throughout the curriculum and particularly through Citizenship and Acts of Worship.
4.2   Any reported bullying will always be taken seriously.
4.3   Staff will report cases of bullying to the Year Head.
4.4   The Pastoral Team leader will follow the appropriate course outlined below
     a.   If the 'bully' accepts responsibility a Restorative Conference is set up (Appendix I).
     b.   If the 'bully' does not accept responsibility, the route outlined in Appendix II is followed.
4.5   The statement of commitment and guidance in the prospectus will be reviewed annually.

Appendices: Appendix i – Bullying flowchart
                Appendix ii– Guidance on dealing with bullying

Responsible Committee:
Teaching and Learning Committee
Date Last Reviewed: September 2020
Due to be Reviewed: September 2021

Anti-Bullying Policy Appendix i

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                    ┌─────────────────────────────┐
                    │   Member of staff refers     │
                    │   case of bullying to the    │
                    │           PTL                │
                    └─────────────────────────────┘
                                │
                                ▼
   ┌────────────────────────────┐
   │ PTL decides if a suitable  │
   │ case for referral to       │──────→  No ──→   Appendix II system followed
   │ Restorative Conferencing   │
   └────────────────────────────┘
                │
                ▼
              Yes
                │
                ▼
        ┌─────────────────────────────┐
        │   Referral made to the       │
        │   trained Conference         │
        │   Facilitator                │
        └─────────────────────────────┘
                        │
                        ▼
        ┌─────────────────────────────┐
        │   Restorative Conference     │
        │   held                       │
        └─────────────────────────────┘
                        │
                        ▼
        ┌─────────────────────────────┐
        │   Outcome reviewed one week  │
        │   and one month later        │
        └─────────────────────────────┘
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Guidance on dealing with bullying Appendix ii

Research suggests that the following approach is most likely to achieve a long-term change in behaviour:

1. Take an account from the victim and really listen/empathise. The details may be less important than the approach. Note down the feelings and allow the victim to express these at length. Inform the appropriate Pastoral Team Leader (PTL) and decide who will deal with the situation. Contact the parents, explain the process that will be adopted and seek to encourage their support.

2. Convene a meeting of those involved with the bullying - no more than six to eight pupils. Where one or two are the chief instigators include observers and any who collude by failing to intervene. Always allow the victim to be accompanied by a supporter.

3. Explain the problem as seen by the victim and recount their story in a way that clearly communicates their distress and any other feelings.

4. Do not attribute blame but state that you know members of the group are responsible and can do something about it.

5. Ask all the group members if they can make some suggestions about ways in which they might help. Older children could use a problem-solving approach while younger children might find it more helpful to think of ways in which the story might have a "happy ending". List all the ideas and leave it there. Work towards an assurance of more caring behaviour to others in the future.

6. After about a week meet with key members of the group individually to gauge how things are going. If there are continuing concerns liaise with the appropriate PTL. PTLs will liaise with the member of LMT with responsibility for pupil behaviour. Keep parents informed of progress.

7. A principle to be conveyed throughout this process is the belief that the pupils involved are not "bad", are capable of kind behaviour and they will help the person who has been bullied.

8. The PTL, in consultation with the AHT, may choose to issue a sanction depending on individual cases.

1. Rationale

Our Academy is committed to racial equality and justice. The Race Relations Act makes it unlawful to discriminate against someone, directly or indirectly in the field of education. This policy supports the Academy's equal opportunities policy.

2. Aims

To tackle all forms of racist prejudice, harassment and discrimination.

3. Objectives

3.1   To eliminate unlawful discrimination.
3.2   To promote equality of opportunity and good relations between persons of different racial groups.
3.3   Racist behaviour or harassment will not be tolerated whether or not intentional.
3.4   To encourage children to report racist behaviour.
3.5   To raise awareness and understanding of the impact of racism.
3.6   To ensure policy and procedure are known, understood and implemented fully by all staff.
3.7   To maintain a written record of any racist incident.
3.8.1   To promote the appreciation of ethnic diversity.

4. Procedures and Practice

4.1   All staff to be vigilant in dealing with overt or hidden racism.
4.2   Commission for Racial Equality (CRE) guidelines (see appendix I) will be used to classify any racist incident.
4.3   Any report of a racist incident will be taken very seriously and recorded.
4.4   Any racist incident will be dealt with following a standard procedure (see appendix II).
4.5   A copy of the record will be passed to the Headteacher.
4.6   Staff training will be made available for effective implementation of this policy.
4.7   Through the curriculum, children will be encouraged to appreciate ethnic diversity and global citizenship.
4.8 The Academy will promote equal opportunity and overtly condemn racism in all its forms.

Types of Incident: CRE Suggested Guidelines

LEVEL

I   Physical attack of a racist nature
II   Physical threats of a racist nature (including damage to property)
II   Verbal abuse including name-calling, racist jokes and offensive mimicry (intentional and repeated)
II   Incitement of others to behave in a racist way
II   Racist graffiti or any other written insults
II   Provocative behaviour, such as the wearing of racist badges or insignia
III   Bringing of racist materials, such as leaflets, comics or magazines into the Academy including accessing materials from the internet
III   Refusing to work with, excluding or undermining people because of their ethnic origin or background
III   Verbal abuse, including name-calling, racist jokes and offensive mimicry (unintentional/one off)
III   Any disrespect towards difference, eg food, music, dress or customs
III   Comments of a racist nature unrelated to the immediate subject matter in the course of discussion during a learning activity

LEVEL I and II are deliberately racist and therefore more serious. A pupil responsible for LEVEL I and II and repeated LEVEL III incidents must be referred to the Headteacher.

Anti-Racist Policy Appendix I

Standard Procedure

INCIDENT REPORTED: immediate action to ensure safety and well being

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INVESTIGATION:
LEVEL I AND II: report details to the Pastoral team Leader
LEVEL III: warn and record on SIMS, Record in Racist Log (LS), Inform Pastoral Team Leader and the Headteacher

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ESTABLISH RACIAL INTENT:
Non- racial: see DEALING WITH OFFENDER below
Racial: establish whether recurrent, intentional or unintentional

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SUPPORT FOR VICTIM: involve and inform victim of action: consider apology from offender: where recurrent or intentional consider a support group, parental involvement and counselling

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DEALING WITH OFFENDER:
Non racial or unintentional: treat as LEVEL III above and inform of consequences of recurrent behaviour
Recurrent or intentional: follow procedure in Behaviour and Bullying Policy: inform relevant staff: parental involvement: consult with Headteacher if exclusion or police referral possible outcomes

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RACIAL HARASSMENT INCIDENT FORM: to be used for all recurrent or intentional incidents and a copy sent to EDS

VICTIM FOLLOW UP: within 1 month and again in 6 months - record of meeting kept

Appendix X   **Physical Intervention Policy**

1. Rationale

All members of staff who may have to intervene physically with pupils must clearly understand what is acceptable, what is not and the options and strategies open to them.

2. Aims

To clarify the Academy's approach to physical intervention and give specific guidance to those staff whose responsibilities involve a duty of care to children. To summarise the Local Education Authority's (LEA) policy and guidance on physical intervention.

3. Objectives

3.1   To ensure all staff understand the Academy's approach to physical intervention.
3.2   To create and maintain a safe and secure school environment.
3.3   To assist in planning to ensure potentially difficult situations are avoided.
3.4   To maintain a system of reporting and recording physical intervention by staff.
3.5   To identify specifically staff who may use physical intervention under this policy.
3.6   To refer to the detailed policy and guidance issued by the LEA.
3.7   To explain the implications of this policy to parents.

4. Procedures and Practice

4.1   The Academy discourages staff to have physical contact with pupils except where staff may be vulnerable to an accusation of a failure of duty of care.
4.2   Physical intervention must be used as a last resort when all other reasonable steps have been taken to ensure the safety of pupils and staff.
4.3   Physical intervention must never be used as a form of punishment, and should not be used in a way that might reasonably be expected to cause injury.
4.4   Staff are expected to follow the procedures in the Academy's Behaviour Policy which gives clear guidance on the use of sanctions and promotes an ethos which supports the dignity and safety of pupils and staff.
4.5   Physical intervention must be reported at the earliest possible opportunity to the Headteacher and a 'Major Incident Report Form' completed.
4.6   All staff employed at the Academy, including supply teachers, are deemed to have control or charge of pupils, have a duty of care for them and thereby may use physical intervention in the circumstances indicated in this policy. A risk assessment will be completed by any person who is deemed to have temporary responsibility when taking pupils out of the Academy.
4.7   The detailed Department For Education guidance ("Use of reasonable force advice to Headteachers, staff and Governing Bodies" July 2013) will be available in the staff room and an additional copy held in the Resource Centre, the Staff Resource Base. Training for relevant staff will be given.
4.8   The prospectus will summarise the Academy's approach to physical intervention.

5. Review and Evaluation

5.1   Governors' Teaching & Learning Committee will review and evaluate this policy.

Responsible Committee:
Teaching and Learning Committee
Date Last Reviewed: **September 2020**
Due to be Reviewed: **September 2021**

Selwood Academy's approach to Positive Handling

Key words: Defuse… De-escalate… Divert

1.   Staff to be a real presence around the Academy before the day, at break times and at the end of the day.

2.   Staff to make a point of talking to pupils while on duty, to smile at them, to generally establish a calm, caring ambience and making pupils feel valued.

3.   Use de-escalating language, e.g. if a child arrives late to class or enters clearly distressed, calmly find a moment to talk quietly to them, to establish the reasons.

4.   Supply teachers to be given a handout on key pupils and appropriate strategies to be followed in the likelihood of their misbehaving.

5.   Avoid entering into a shouting exchange with pupils. Calmly explain why their behaviour is unacceptable.

6.   Using distracting techniques can help to reduce pupil stress, which can then lead to a calm discussion of the correct sanctions. Distracting techniques can include ignoring, or talking about other, non-stressful matters.

7.   Apply the **H E L P** technique: **H**ear their story; **E**xplain why certain action had to be taken; **L**ink the feelings of the child with the member of staff to show that both parties have feelings. Separate the person from the behaviour; **P**lan together to find ways forward.

8.   Only as a last resort should any form of physical restraint be used, using the 'Caring Cs'. If a member of staff sees two children fighting, the first response should always be to make sure they see you and verbally instruct them to stop. Usually, this has the desired effect.

Appendix XI   COVID 19 Managing Pupil Behaviour September 2020.

In order to maintain staff and pupil safety from COVID-19, children and adults will need to behave differently when they return to school. The changes and new systems put in place to support this are outlined below.

Responsibilities for Pupils:-

•   I will arrive at school at the designated time and entrance promptly.
•   I will go straight to my tutor room.
•   I will remain socially distant by 2 metres from all adults.
•   I will adhere to the one- way system put in place for moving to and from my designated classroom at all times.
•   I will clean my hands when asked to do so.
•   I will avoid touching my face with my hands.
•   I will "catch it, bin it, kill it" if I cough or sneeze.
•   I will tell an adult if I am feeling unwell.
•   I will stay inside the Class Bubble.
•   I will only talk to friends and staff in the Family Group and Class Bubble.
•   I will only use and play with the provided equipment.
•   I will only eat my own food and drink from my own water bottle (this will be kept in the class bubble classroom).
•   I will only play in the designated playground area.
•   I will only play socially distanced games (no physical contact with others).
•   I will only use the allocated toilet block.
•   I will not cough or spit at another person.

Free use of other spaces is not permitted unless advised by an adult.

Responsibilities for Staff:-

•   Staff will ensure pupils follow the above responsibilities.
•   Staff will ensure they follow guidelines outlined in the Academy risk assessments.
•   Staff will maintain effective communication with parents/carers via telephone, email and use of online Teams meetings.
•   Staff cannot be directed to physically intervene during a physical altercation between pupils, unless wearing PPE.
•   Wherever possible staff meetings will take place via the use of Teams.
•   Staff will ensure workspaces are clear to enable thorough cleaning can take place daily (all workspaces will be shared every lesson).

Rewards and Consequences

Rewards will continue to recognise good work.

The Behaviour for Learning Policy will be adhered to.

The clear use of a verbal warning for minor incidents will be used and opportunity for personal reflection will be available to the children without pressure from an adult. In these circumstances children must remain in their allocated seat, fully follow social distancing as stated above and not leave their tutor room.
If there is serious potential for a child's behaviour to compromise staff or other pupil's safety e.g. spitting/coughing at others deliberately, absconding or violence (e.g. biting, kicking or hitting) staff should notify support and guidance immediately via telephone on 305. Parents will be informed.
Under no circumstances should a member of staff physically intervene.
There will be one detention a week (led by Head of Faculty/ Pastoral Team Leader) for each year group. C3 will no longer permit pupils to be sent out of classrooms however timeout in class can be offered.