

Jesmond Gardens Primary School

Behaviour and Anti-Bullying Policy



Date Implemented – September 2008

Date of review – January 2017

Date of next review – January 2019

Our Vision

**To be world-class leaders of learning,
life changing for each and every learner.**

Our purpose

Nurture curiosity

Cultivate enjoyment

Inspire success

Our Promises

Be nurturing: A parent's most precious gift, entrusted into your care.
To be looked after as if they're your own.

Be aspirational: Somewhere between exceptional and phenomenal
should do it! Expect it of yourself, our children and our community.

Be inspiring: Create that buzz, promote curiosity ... help children find
their niche.

Be generous: Make the time to say thank you, to laugh out loud, to be
honest with one another, and to help others wherever we can.

Be professional: You're someone who is an expert in their work,
someone who can point the mirror at themselves and demand 'How
can I get better?' In short - all a success at all we do.

We believe strongly that our children learn best when they feel safe, secure and happy. In our school, there needs to be warmth, mutual respect and clear boundaries for behaviour. Our School Jesmond Charter, Jesmond Values and Golden Rules provide clear guidance and our day to day methods are underpinned with strategies to motivate children to develop their self-control and consideration of others.

We care, we co-operate and we contribute.

We fully accept that our children will make mistakes and at times demonstrate inappropriate behaviour. On these occasions, we will respond in a calm, consistent manner seizing the opportunity to further the child's personal and social skills.

Aims

As a whole school community, governors and staff believe a happy and effective primary school has the following aims

We want our children to;

- Feel safe and happy all of the time
- Develop confidence and self esteem
- Understand and follow school rules
- Be kind, caring and considerate to each other
- Care for the building, equipment and community

We want all adults to;

- Provide excellent role models
- Manage behaviour in a calm and consistent way
- Collaborate and support each other

We want our parents and carers to;

- Understand these aims
- Be well informed about their child's achievement and behaviour
- Support the work of the school

The J Team

During 2012-2013 the Head Teacher set up a group of Key Stage 2 children called the J Team. This group examined all aspects of school policy on behaviour and bullying. They presented their work to children in assemblies, wrote letters to parents and made a final presentation to parents at a coffee morning in July 2013. Much of this policy is based upon this work. The Head Teacher also used the charity Kidscape and has based much of the work on anti-bullying on its recommendations. An advisor on PSHE also supported the school on developing a scheme of work on homophobic bullying.

Jesmond Gardens Charter

*Respect for all.
Be true to yourself.*

Core Values

Respect for all
Good manners
Consideration for everyone
Tolerance and Understanding
Positive Attitude
Help one another
Trustworthy
Honesty
Apologise for mistakes
Support for one another
Self-Belief

The Golden Rules

We are gentle
We are kind and helpful
We listen
We are honest
We work hard
We look after property
We play sensibly

Staff and Volunteers

We expect our staff to;

- Fully implement school rules
- Provide a positive learning climate in which all children can learn
- Plan and prepare stimulating lessons
- Respect and value all children, display patience and listen carefully to children
- Endeavour to remove barriers to learning and accommodate diversity
- To maintain high standards of professionalism

- Teach respect by example, treating children with fairness and consistency
- Liaise with external services for the benefit of our children
- Regularly communicate with parents and carers
- For all staff to have and demonstrate a collective responsibility to be pro-active in behaviour intervention and modification

School Leaders

We expect our leadership team to;

- Advise and support staff to manage children's behaviour effectively
- Regularly communicate with parents, carers and governors
- Provide effective support for teachers presented with extremely challenging behaviours
- Liaise with external services for the benefit of staff and children
- Ensure that appropriate curriculum is in place which will excite and motivate children
- Record incidents as and when required

School leaders fulfil a strategic as well as operational role in behaviour management of our children. As well as providing advice to staff and parents, they will also consider the effective deployment of resources

Parents and Carers

We expect our parents and carers to;

- Support the school to ensure that their child adheres to school rules
- Inform us of any circumstances which may affect their child's learning and/or behaviour
- Maintain regular contact with the school
- Attend school events, parents' evenings and special meetings

A Home and School Agreement has operated in the school for many years. This provides parents and carers with details of the Golden Rules as well as expectations for pupils and families. This is issued to children in Reception Induction meetings and given to children transferring into our school.

Rewards

Excellent behaviour is expected at Jesmond Gardens; hence the school does not use an over-elaborate reward system. Excellent behaviour is encouraged and rewarded through the use of the following:

- Praise (as appropriate to the individual child)
- Positive comments on work
- Star Charts with prizes at certain points
- Celebration certificates for writing and anything else deemed worthy of praise
- Rewards given by the Headteacher

Sanctions

At the beginning of each year, each unit will use circle time to discuss and agree their unit contract (code of conduct). The discussion that sits behind the updating of these contracts is vital in supporting children to understand and adhere to our Jesmond Gardens charter, Golden Rules and values. The contracts are agreed by all children, which set out sanctions should the code of conduct be broken.

This method of working involves the children in setting their own sanctions and ensures we can develop contracts that are age specific. It also reinforces our expectations on a formal basis each year. Should it be required the contract could be amended at any time provided discussion takes place with the children.

These contracts are displayed in the unit and sent to all parents at the beginning of each year with our Good Behaviour Guide.

These unit contracts are applicable to lunch times. Our lunch staff are expected to manage all low-level incidents. For the vast majority of our children a verbal reprimand is adequate but if a child continues to disobey adults then our lunch staff may ask a child to play in another area of the school grounds, not join in the game, or for younger children they may chaperone them. Lunch staff use professional judgment and are encouraged to regularly discuss amongst themselves sanctions to ensure consistency and agree when teachers/Team Leaders should be informed so that further discussions can take place. In all serious incidents, it is expected that lunch staff will bring children straight off the playground to seek support from senior staff. Serious incidents include fighting, non-cooperation, serious fall-outs between children that involve significant verbal aggression. Racism and homophobic bullying are also considered high level incidents and require involvement of senior staff.

Team Leaders and teachers are required to complete CPOMS on children who persistently show poor behaviour as this will lead to more intervention and discussion with parents. Staff are expected to be proactive in contacting parents at an early stage for persistent low-level incidents but it is up to teachers and team leader's professional judgement as to when this is required and who is present at meetings. It must be noted that in our close-knit community and learning environment it is very likely that discussion takes place at all levels in discussing action taken to modify poor behaviour and sanctions to be applied.

High Level behaviours (Crisis)

What does this behaviour look like?

- When children's behaviour presents a serious danger of causing significant harm to themselves. This could include moving towards danger such as climbing trees, roofs, fences or furniture. Going towards electrics or electrical items.
- When children's behaviour presents a serious danger to others
- When children's behaviour presents a serious danger to property
- When the learning of other children is disrupted by a child's behaviour. This could include shouting, screaming, running, throwing objects around a room, tapping or threatening to break glass, being verbally aggressive towards children and adults

What do staff do?

- Positive handling techniques (Team Teach – see note below), are used to remove the child from the area where they are being disruptive/dangerous
- Child removed to a safe place to calm down, e.g. the Chill Out room
- When the child has calmed down, or the crisis is over, he/she will return to lessons unless this is not deemed appropriate
- Consequences are discussed by senior staff and other staff involved and may also include the parents. However, the senior staff will make all final decisions taking into account all evidence

Note 1 - Team Teach technique

Most of the teaching assistants have been trained to use physical intervention using team teach. This aims to avoid injury to the child and adult, but it is possible that bruising and scratching may occur accidentally. These are not to be seen necessarily as a failure of the professional technique but a regrettable and infrequent side effect of ensuring that the adult remains safe.

The Chill Out Room

The Chill Out Room is a quiet location where children can go and feel safe if they are distressed, in crisis or to avoid a crisis situation. The room has no furniture or objects that the child can break or harm themselves with. The room is designed to be used by a child and adult. The adult will observe either from inside the room or through the window outside the door. The child is never left unsupervised, nor is the door locked with the child in the room alone. When the child is calm, the adult will discuss the incident in the Chill Out room as it is a calm place to think things through. At this stage bean bags are placed in the room to make it very comfortable.

Behaviour Record

If a child frequently fails to follow the rules or class charter, they may be given a home/school record. This is a home school liaison tool which records the child's behaviour at all times of the day in order to monitor when their difficulties are most apparent and the effectiveness of our interventions. This is useful tool when parents wish to have a more detailed account of their child's behaviour so that they may support at home

SEND registration for Behavioural, Emotional and Social Difficulties

If necessary, for a child who has behavioural, emotional and/or social difficulties that are not addressed by the above staged measure, and therefore needs something in addition, a decision may be reached between the teachers, SENCO and parents to register the child on the school's SEN register. If this is the case a Behaviour Improvement Plan or IEP would be written, setting targets and identifying additional provision required. This could be Place2Be/Educational Psychologist/CAMHS/ the Hub.

Fixed term or permanent exclusion

Should there be significant disruptive behaviour or very serious one off offenses then the school may need to consider exclusion. In an attempt to avoid this, the senior leaders will consider sending children to other Trust schools for a short period of time. This could be between 1 and 5 days and may occur on more than one occasion. If this is required, parents are responsible for taking and fetching children from either Stranton or Eskdale Primary School. For full details please see our Exclusions Policy.

Bullying

The school does not tolerate bullying.

Bullying is distinguished from other unacceptable forms of aggression in that it involves dominance of one child over another, or groups of other, is premeditated and usually forms a pattern of behaviour rather than an isolated incident.

We recognise that:

- Bullying will happen from time to time in our school
- The fact that it is not always reported does not mean that it is not happening
- Bullying makes children's lives unhappy and can hinder learning

Children and parents are encouraged to share any worries they have at an early stage so that action can be taken immediately. Any report will be investigated and taken seriously. If substantiated, parents will be informed and appropriate sanctions applied up to and including exclusion.

Children may choose to talk to any member of staff they wish.

Definition

Bullying is the use of aggression with the intention of hurting another person and which results in pain and distress to the victim.

We believe that bullying occurs when one child (or group) hurts another child

- **On purpose**
- **Over and over again**
- **Knowing that it upsets them**

Types of bullying

- **Emotional** (being unfriendly, name calling, making offensive comments, teasing, spreading rumours, inappropriate sarcasm, excluding, mocking, taunting, tormenting)
- **Physical** (pushing, kicking, hitting, punching, spitting or any use of violence; plus, taking other physical-bullying-actions such as taking, hiding or damaging belongings)
- **Racist** (racial taunts, graffiti, gestures)
- **Sexual (unwanted physical contact or sexually abusive comments)**
- **Homophobic** (focusing on the issue of sexuality)
- Other **prejudice-based bullying** (e.g. religious beliefs, physical appearance, disability, perceived intelligence, perceived economic status)
- **Cyber** (sending abusive or nasty email, sending computer viruses, sending inappropriate images or videos by email, using instant messaging and chat rooms to send threatening or abusive messages to someone else and asking others to join in, using another person's account, without their permission, to send abusive messages to others, writing nasty or upsetting comments on someone's profile on social networking sites, making jokes or comments about people on their own profiles, writing comments underneath other people's posts, setting up a fake profile dedicated to bullying someone else, abusing or harassing someone through online multi-player gaming sites, sending abusive texts, video or photo messages, or sharing videos of physical attacks on individuals (for example "happy slapping" or "blue jacking"), "sexting" which is encouraging someone to share intimate pictures or videos of themselves and then sending these on to other people, posting photos, personal information, fake comments and blogs, or pretending to be someone online without that person's permission)

Common Misconceptions

The school works hard to counter these common misconceptions about bullying:

- Bullying is just a normal part of growing up
- Bullying has always happened and it doesn't hurt anyone
- Only boys bully
- Don't tell or you're a sneak

In fact:

- Bullying is unacceptable behaviour and should not be accepted as normal

- All bullying damages the self-esteem of victims and bullies
- Boys tend to bully other boys – usually threats and physical aggression
- Girls tend to bully other girls – usually using verbal and emotional forms of bullying
- Bullies depend on a code of silence – breaking that code is often the first step in prevention

Prevention

The school's approach to bullying will be a whole school issue at least annually and usually at the beginning of the school year when expectations of class and school behaviour are reaffirmed in our PSHE programmes and school assembly themes.

We aim to create a Telling School with No Bystanders

The most effective deterrent to bullying is other children. We expect children to challenge bullying in all its forms. We expect children to report any bullying whether as a victim or a witness. Telling is seen as an obligation and not telling tales. Bullies should know that their actions will be reported automatically and that they cannot rely on the silence of victims or bystanders to protect them. Anyone who knows that bullying is going on and says nothing is condoning the bullying. For further information see Page 63 of Kidscape "How to stop Bullying".

We do not accept False Excuses.

If the child says the incident was a game, did everyone join in? Was anyone left out? Was everybody happy to play? If it really was a game, then everyone should have been happy to play and those not playing would have chosen not to join in.

If the child says the incident was a joke, was everyone laughing? Did everyone find it funny? If it really was a joke, everyone should have enjoyed it.

If the child says the incident was an accident, was there an apology? Did someone fetch help? Was the victim comforted? If it really was an accident, the victim would have been comforted accordingly.

If the child says they only borrowed something, did the owner give permission? How does the owner feel about his possession being taken? If it was really borrowed, the owner would know about it and have given his permission.

We try to help children avoiding words such as **just** and **only** in their explanations. Thus, "I just kicked him once" becomes "I kicked him once". "We were only teasing you", becomes "We were teasing you".

Signs and Symptoms of Bullying

A child may indicate that they are being bullied by sign or changes in their behaviour. All staff should be aware that these are possible sign and that they may need further investigation. If the child: -

- Is frightened of walking to and from school
- Is unwilling to come to school or feels ill in the mornings
- Begins to do school work poorly
- Becomes withdrawn, starts stammering, loses confidence

- Regularly has clothes or books damaged
- Cries easily or has nightmares
- Becomes distressed or stops eating
- Becomes disruptive, aggressive or unreasonable
- Is frightened to say what is wrong
- Has possessions or money go missing regularly
- Has unexplained bruises, scratches or cuts
- Starts stealing money (to pay a bully)
- Begins to bully younger children

These signs and their behaviours could indicate other problems as well, including abuse, but the possibility of bullying should be investigated.

Helping children deal with the bullying

The school offers support for dealing with bullying. For victims, these include:

- Laughing at or ignoring the bully
- Being firm and saying no loudly and clearly
- Saying clearly that what the bully is doing is not acceptable
- Getting away from the situation as quickly as possible
- Walking away in a confident manner
- Staying with other friends or go near a group
- And telling an adult

We do not allow children to *give as good as they get* or *to hit back*

Wherever possible, the children concerned will be reconciled.

Supporting the bully

Some children may get involved in bullying for a very short period of time and quickly learn that the behaviour is unacceptable. Some children become regular bullies because:

- They like the feeling of power
- They are spoilt and expect everyone to do as they say
- They feel insecure, inadequate or humiliated at home or at school
- They may have been bullied or abused themselves
- They are under pressure to succeed at all costs

We try to help them accept responsibility for their behaviour and recognise consequences. We offer them the chance to apologise, in person or in writing, and to change their behaviour.

Children who bully usually need to achieve some success to make them feel good about themselves. Parents can help by: -

- Remaining calm
- Talking to their child about their behaviour
- Trying to find out why they are bullying
- Discussing the situation with staff
- Setting realistic but firm guidelines for their child's behaviour

- Ensuring that their child apologises, in person or in writing to the victim

Resources

Kidscape publish a number of resources and this policy is firmly rooted within them.

How to stop bullying – a training guide is available as a staff resource

Action Against Bullying – a Jesmond Gardens Primary School Leaflet is given to each family each year

Reporting Bullying Incidents

Children are encouraged to report bullying incidents whether as victims or witnesses to a member of staff. Staff will accept what children say whether or not they believe everything that is said.

Parents are encouraged to write or phone the school if they have any concerns.

Serious or repeated bullying incidents should be reported to the Headteacher.

Dealing with Bullying Incidents

When a child or a parent makes a report of an alleged bullying incident, the following procedures is followed:

Investigating

1. A member of staff (usually either the victim's class teacher or midday meals supervisor) will talk with the victim first and note what the child says happened and who else was involved or witnessed what happened
2. The member of staff will talk individually with any witnesses and note their version of what happened
3. The member of staff will talk with the alleged bully and note their version of what happened. If a group is involved, they will be talked to separately.

Recording

1. If bullying is confirmed, the Headteacher will be informed and the events and details formally recorded
2. The bully will be asked to apologise, verbally/in writing, and will receive a Formal Warning and an appropriate sanction depending upon the circumstances.

Reporting

1. The outcome of the investigation, together with any sanction applied, will be shared with the victim and the child (and parents if applicable) who reported the incident.

Monitoring

1. Staff will check with all children over the following few days to ensure that all is well and that there have been no similar incidents
2. The child must be encouraged to inform adults immediately if there are further incidents

Future action

1. If there is repeated or serious bullying, parents will be informed and asked to a meeting to discuss the problem with the class teacher or Headteacher
2. Repeated bullying will result in sanctions being applied using the Behaviour Policy's sanction list

Racism

The school does not tolerate racism.

The school is aware of its responsibility for the promotion of racial harmony and understanding. It is committed to creating a positive climate that will enable everyone to work free from intimidating and harassment and to achieve their full potential. Therefore:

- It will use all the powers and resources at its disposal to eliminate racial incidents
- It will ensure that any complaint of racial harassment is promptly investigated and that everyone is aware of their responsibility and the procedures to challenge and report it when it occurs
- It will work with parents and other agencies to ensure that it is clearly understood that racial harassment is unacceptable.

Racism is defined as violence, which may be verbal or physical and which includes attacks on property as well as on the person, suffered by individuals or groups because of their race, colour, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and there is evidence of racism.

Racial incidents are those unwanted actions by a person or group of people directed at people of different ethnic origins, which cause humiliation, offence or distress, interfere with their performance, or create an unpleasant working environment and which are motivated by racial considerations.

As such they may:

- Comprise remarks or actions associated with a person's colour, race, nationality or ethnic or national origin
- Emphasise a person's colour, race, nationality or ethnic or national origin over his/her role as a pupil, member of staff or carer.

The behaviour associated with racial incidents may involve:

- Physical assault
- Threatening behaviour and verbal abuse
- Name calling, insult and jokes
- Racist comments
- Ridicule of cultural preference
- Incitement of others to behave in racist ways.

We recognise that:

- Racism will happen from time to time in our school
- The fact that it is not always reported does not mean that it is not happening
- Racism makes children's lives unhappy and can hinder learning

Children and parents are encouraged to share any worries they have at an early stage so that action can be taken immediately. Any report will be investigated and taken seriously. If substantiated, parents will be informed and appropriate sanctions applied up to and including exclusion.

The following documents form part of the policy and practice of the school.

1. "Good Behaviour Guide for Parents"
2. "Action Against Bullying" – Parents leaflet
3. Use of physical intervention with pupils
4. Exclusions Policy

Appendix 1

Confiscation (including retention and disposal) of inappropriate items

- Schools can include confiscation of pupils' property as a disciplinary sanction in their behaviour policy.
- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case.
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.
- The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property.

Staff in school may confiscate items if

- An item poses a threat to others
- An item poses a threat to good order for learning
- An item is against school uniform rules
- An item poses a health or safety threat
- An item which is counter to the ethos of the school: for example, material, which might cause tension between one community and another;
- An item which is illegal for a child to have

What to do with confiscated items

Staff should keep records of confiscated items and the grounds for the action, so that they may justify them later if challenged. A note should be sent home to inform the pupil's parent that an item has been confiscated. The note should be countersigned on return.

Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. Items of obvious value should be appropriately stored (for example, in a safe, reception, or the head teacher's office). All reasonable steps should be taken to make such arrangements secure. If similar items have been confiscated from several pupils' staff should take care to ensure that they are clear which item belongs to which pupil.

There may be some instances when the school chooses not to return an item to the pupil:

- Items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no

value may have emotional value to the child – staff should establish if this is the case before deciding whether or not to dispose of the confiscated item;

- Items of value, which the pupil should not have brought to school or has misused in some way, should be stored safely in school until a responsible family adult can come to retrieve them.
- Other items which the pupil should not have had in their possession – particularly of an unlawful or hazardous nature – may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

Appendix 2

SEARCHING PUPILS FOR WEAPONS

Legislation allows the Headteacher or authorised members of staff to search pupils for weapons. It is the policy of Jesmond Gardens Primary School that if such a search is required then no member of school staff should carry out a search.

Parents should be contacted to come to school and if necessary, the police should be contacted.

Appendix 3

Policy on taking children who have behavioural difficulties on trips

1. Behaviour cannot be used for selecting pupils for an educational visit, as it is discriminatory. Neither should behaviour be used as a reason in any stated sense. However, where places are fewer than the total number of applicant's preference can be given to: -

- Pupils who have displayed positive attitudes and effort in school in relation to their schoolwork during lessons.
- Pupils who have shown commitment to the school by participating in voluntary activities after school e.g. clubs, performances etc.
- Pupils who have represented the school in competitions e.g. sport, music, drama etc.
- Pupils who have displayed a willingness to be helpful and assist with the organisation of events and activities e.g. Summer Fair, Sponsored Charity events, Christmas activities, Harvest Festival etc.

2. Where behaviour is not related to disability, it is lawful, as part of the school's behaviour management policy, to refuse access to a visit as a sanction for misbehaviour or permit participation as a reward for good behaviour, provided that pupils are not denied access to an essential component of the curriculum.

However, the following steps must be taken: -

- If a decision is made to exclude a disabled pupil from a visit in school time, the school is obliged to provide an alternative activity for the pupil, which is, as far as possible, of comparable educational value.
- On completion of the EV2 form, the risk assessment must be completed for the whole group and a separate one for each child that exhibits behaviour that may prevent them from going on the trip. A written risk assessment for the proposed visit must be carried out which will include the pupil. The risk assessment must identify any significant risks associated with the particular pupils participating in the visit, and ensure that appropriate precautions are in place to manage these risks acceptably. These are to be completed at least two weeks prior to the visit. Alternative timeframes may be possible at the discretion of the Headteacher.

The following steps may need to be taken arising from the risk assessment.

- Allocating staff to the visit that have the skills, training or experience required to support and supervise the pupil(s) concerned.
- Allocating sufficient staff to enable all pupils to participate and have their needs met, including provision for one-to-one supervision of individual pupils if required.
- Asking the pupil's parent(s) to accompany the party on the visit to supervise their child if staff cannot be allocated to supervise the child.
- Assessing the places to be visited to determine if the safety of the party and the individual child will be compromised at any time and how safety can be ensured for the whole party, i.e. what

arrangements will be put in place if there is a child who becomes separated from the party or if a child displays challenging behaviour during the visit.

- Preparing the pupils for the visit so that they understand the importance of following the code of conduct and obeying instructions.

If a comprehensive risk assessment indicates that it would be unsafe for a disruptive pupil to participate in the whole visit, they may be excluded for this reason, provided there is substantial written evidence and their behaviour is not related to a disability. (Note that instances of persistently challenging behaviour may result from a disability as yet un-diagnosed)

Once the above has been carried out it may be likely that parents will need to be asked to accompany their child on the trip as the school does not have the resources to provide 1 to 1 supervision (except for those children who already have this).

Teachers will therefore need to inform parents of the risk that they may need to accompany their child, or there is a risk of exclusion from the visit – this will happen when the visits letters are sent out to parents. For this reason, the EV2 form and risk assessments will need to be completed before the letter to parents are sent out. Teachers will also need to be prepared to provide the risk assessment to the parents and therefore ample written evidence is required to justify the decision.

If the above policy has been carried out by the class teacher and parents are unable to accompany children, then it is permissible for children not to go on the visit.

Appendix 4

Physical Intervention

The Headteacher has authorised all teaching staff and all Teaching Assistants who work with children to use physical intervention if any child or adult could be seriously hurt if intervention does not take place. All other physical intervention can only take place by those staff trained in “teamteach” methods.

Physical intervention should be avoided wherever possible and should at no time be used as a threat or punishment to the pupil. On occasions staff, may be required to physically intervene to prevent pupils from threatening the safety of others, putting themselves at risk or causing unreasonable damage to property.

Physical intervention should be used rarely and only as a last resort when all other courses of action have failed.

If physical intervention is necessary it is important that it happens quickly, smoothly, confidently and successfully and is recorded correctly. Parents or Carers should be informed as soon as practical.

Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or damage to property, then she/he should: -

1. Give clear instructions warning the pupil of the consequences of failure to comply.

2. Throughout remain calm, explaining to the pupil that you are unable to allow them to damage or hurt others, and once they have calmed down and you are sure they are no longer posing a threat you will be able to cease the intervention.
3. If at all possible, summon another member of staff, a solitary person is in a very exposed position. A second member of staff may be able to reduce the risk of the first member of staff suffering bodily harm. There will be a witness if pupil or parents subsequently make allegations of assault.

When using physical intervention, the following principles should be observed: -

- Staff should clearly understand under which circumstances it is acceptable and that it should not be used as punishment.
- The pupil, as far as age and emotional state permit, should be made fully aware of the significance and implications of his/her behaviour and be warned orally that unless he/she conforms physical intervention will be applied.
- It must not be used in an oppressive, intimidating, bullying manner, to threaten or cause hurt. Only the necessary minimum force, to prevent injury or damage, should be used.
- Staff should be aware of their own feelings and how they may affect the situation, i.e., staff should avoid restraining a pupil out of feelings of anger.
- Central concern must be to return to normal as quickly as possible.

All incidents requiring physical intervention should be reported to a senior member of staff and recorded as soon as possible.

The school has adopted the Hartlepool advice on “The use of physical intervention with pupils” and as such the advice is now our school policy.