

BEHAVIOUR POLICY
Orchard Vale Community School



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Signed by Chair of LGB	<i>T. Ross</i>

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1. AIMS

This policy aims to:

- Provide a consistent approach to behaviour management across our schools.
- Define what we consider to be unacceptable behaviour in our Trust, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline the system of rewards and sanctions.

2. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [The special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

3. DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Breach of a school rule

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
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. 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:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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

As Ventrus, we believe:

- Bullying, including cyber bullying, is unacceptable.
- A solution-based approach to bullying must be adopted.
- Seeking help and openness should be proactively encouraged.
- All members of our community will be listened to, taken seriously and involved in decision making/solutions.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- We tackle bullying best by encouraging an environment where individuality is celebrated, and individuals can develop without fear.

- We maintain and develop effective listening for children and staff within our school e.g., through relationships education, assemblies and constantly promoting the message that all our children are important and have the right to be safe, happy, respected and listened to and supported.
- We ensure all staff address incidents of bullying, including cyber bullying, effectively and promptly.
- We ensure that all adults who have contact with our children e.g., midday supervisors, part-time staff, volunteers, support staff etc know how to respond if they witness or are told of a bullying incident.
- We acknowledge the key role of every staff member in dealing with incidents of bullying.
- We ensure that all incidents of bullying are recorded, and appropriate use is made of the information, where appropriate sharing it with relevant organisations, providing support and education for all children involved to affect a positive change on future behaviour.
- We promote emotional health and wellbeing across the whole school.

4.1 Reporting

Pupils, parents and staff can report incidents of bullying in person, via telephone or in writing. All reports of bullying will be recorded on CPOMS, this will include details of actions taken by the school, sanctions, support and monitoring.

Incidents of bullying will be reported to governors termly. Incidents involving prejudice, hate and discrimination will be reported to the local authority.

Some forms of bullying are illegal and should be reported to the police, further information can be found here: <https://www.gov.uk/bullying-at-school>. In serious cases it may also be necessary to refer to MASH or Prevent.

4.2 Action

When a concern has been reported about a potential bullying issue, it is important that pupils or parents be assured that action will be taken. Our response will be as follows:

- The teacher/tutor will act on the information they have been given by a child/parent/member of staff, within two school days. The teacher/tutor may need to speak to other children, other staff members (including the Headteacher/Deputy Headteacher/SENDCo) and/or other parents to gain a better understanding of issues raised/events being investigated.
- The teacher/tutor will then personally contact the parent to inform them of the actions taken and the outcomes of them. In some cases, where the outcomes indicate it is appropriate, the Headteacher/Deputy Headteacher /SENDCo may make this contact with parents instead of the teacher/tutor.
- In some cases, it may be necessary for a teacher/tutor to meet with a parent and child in person; the Headteacher/Deputy Headteacher may also attend this meeting.
- The process should not take longer than 5 days.

4.3 Sanctions

Actions will be in line with our agreed school sanctions in section 7 of this policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Restorative approaches
- Time away from an activity, including break times
- Meeting with staff, parent and child
- Missing another activity
- Formal letter home from the Headteacher expressing concerns
- Time out from the classroom

- Pastoral support plan
- Internal exclusion
- Suspension from school
- Permanent exclusion

4.4 Support

The school will offer support to pupils who have experienced bullying through enhanced pastoral support, including talk-time and age appropriate discussion materials. A period of monitoring will be put in place and if required a referral to an outside support agency may be made (e.g., CAHMS, Open Minds).

Pupils who are identified as being vulnerable to bullying will be offered opportunities for additional support with understanding strategies covered in the PSHE curriculum for managing healthy friendships and when to seek help.

The school will also offer help and support to children displaying bullying behaviour to change their attitudes and understand why it needs to change via intervention, working with parents and outside agency support if required.

4.5 Prevention

We aim to prevent and minimise incidents of bullying through the following whole school strategies:

- Delivering a high quality PSHE and Relationships curriculum
- Creating a school culture where pupils know where to seek help and 'speaking out' is encouraged
- By developing and maintaining good relationships between staff, pupils and parents, where listening and trust are valued
- By acting quickly to manage friendship and social issues at a low level to prevent escalation
- By training staff and sign posting parents and pupils to helpful information (e.g., via events such as anti-bullying week).

4.6 Training

Staff are trained in preventing bullying and how to handle bullying through:

- Induction
- As part of safeguarding training
- Ongoing internal CPD
- Working with outside agencies
- Specific training e.g., Positive Intervention Techniques

5. ROLES AND RESPONSIBILITIES

5.1 The Trust Executive Team

The Executive Team is responsible for monitoring and reporting on the effectiveness of this Behaviour Policy.

5.2 The local governing body

The local governing body of each school is responsible for agreeing this Behaviour Policy in its school.

5.3 The Headteacher

The Headteacher develops this policy in consultation with staff; the Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents.
- Discussing concerns about pupil behaviour with parents, this may be via telephone, in person, by email or letter (example letter templates are provided in appendix 3).

The senior leadership team at each school will support staff in responding to behaviour incidents.

5.5 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

6. PUPIL CODE OF CONDUCT

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Always wear the correct uniform.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

7. REWARDS AND SANCTIONS

Rewards:

Orchard Vale has a focus on ensuring teacher autonomy and that the teacher is their own leader within their classroom. Teachers have the ability to decide on rewards that are appropriate to their cohort and are class specific. These include a range of rewards such as:

- Dojo's, stars, stickers or badges
- Free time rewards
- Certificates and praise pads
- PE champions
- Star of the week and happy bench opportunity during Friday celebration assembly

Behaviour strategies we might use:

With a collaborative and joined up approach alongside parents, carers and staff, we aim to have a restorative approach to behaviour strategies. A restorative approach is used to support pupils with social, emotional and mental health difficulties, helping them realise their potential whilst minimizing the wider impact of behaviours on others. By using a restorative approach, it enables the child to feel safe and secure in the school environment, whilst expressing their emotions in a regulated manner.

- Describe previous success
- Describe the reality and what is happening
- Reminders of expectations

- Bring the task to a close

In addition to this, other strategies include supporting mediation, understanding the problem and scale and managing language by using positive framing strategies from Walkthrus.

Children with specific additional needs such as SEND/SEMH have Behaviour Care Plans. These are written by the class teacher in collaboration with the SENDCo, parents and relevant outside agencies where appropriate. Behaviour Care Plans are reviewed termly and behaviour approaches may be adapted to suit the needs of the individual. They are still subject to our school behaviour policy. All plans are shared and adhered to by the relevant staff who work with these children.

Sanctions:

It is important that children have clear rules and boundaries. When the behaviour choices are not made then sanctions need to be put into place.

	Tier 1	Tier 2	Tier 3
Class Teacher	<ul style="list-style-type: none"> • Global reminders • First warning • Second warning • Praise good behaviour around them • Refer to class rules and contracts 	<ul style="list-style-type: none"> • Losing golden time or privilege • Use of reward charts • Missed break time or playtime to reflect • Structured play 	<ul style="list-style-type: none"> • Move to a quiet space • Removed from classroom • Work somewhere else • Safe space • Time out zone • Phone call to parents/carers
Team Leader	<ul style="list-style-type: none"> • Meeting with parents/carers 	<ul style="list-style-type: none"> • Behaviour contracts 	<ul style="list-style-type: none"> • SLT intervention
Senior Leader	<ul style="list-style-type: none"> • Hub • Further meeting with parents/carers 	<ul style="list-style-type: none"> • Removal of trips • Internal exclusions 	<ul style="list-style-type: none"> • External exclusion

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points
- Letters or phone calls home to parents
- Special responsibilities/privileges

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

- A verbal reprimand
- Sending the pupil out of the class, with work to complete*
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

*Ensuring school protocols for safeguarding and health and safety are maintained

See appendix 3 for sample letters to parents about their child's behaviour.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on

a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy, statement of procedures for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. BEHAVIOUR MANAGEMENT

Teaching Self-Regulation:

As taken from the Education Endowment Fund:

Self-regulation is the approach to teaching pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.

Self-regulated learning can be broken into three essential components:

- **Cognition – the mental process involved in knowing, understanding and learning**
- **Metacognition – often defined as ‘learning to learn’**
- **Motivation – willingness to engage our metacognitive and cognitive skills**

To support self-regulation we aim to ensure that all children are ready for learning. To enable this the school approach is to:

- Supporting co-regulation to self-regulation. This includes giving direction and support, choices, safe spaces and opportunities to self-regulate.
- Ensure rich dialogue with the child to discuss the incident and support next steps. This may include simplified language and a discussion of fairness, as well as gentle but firm reminders in a neutral tone.
- Understand the child as a whole and recognise triggers that may change the social situations. This includes all staff noticing signs of the need to self-regulate and coping mechanisms such as weighed items and breathing techniques.
- Reminding children that every day is a fresh start and that they have the chance to make changes.

Zones of regulation:

At Orchard Vale we support children with their awareness of feelings and how to manage these. This is demonstrated through the use of Zones of regulation.

As taken from www.zonesofregulation.com

WHAT ARE THE ZONES?

The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four colored Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.



Clear expectations

It is important that all children have a child voice and that they have the chance to feel valued. Each class has their own set of rules at the beginning of the school year that they decide together. This forms an agreed set of expectations and a collaborative behaviour policy between staff and children.

Instead, teachers are encouraged to focus on relationship building, age appropriate motivation, proactive management of unwanted behaviour and acknowledging good behaviour.

Encouraging good behaviour

At Orchard Vale Community School it is important that positive behaviour is recognised and rewarded. Teachers are encouraged to focus on building strong relationships, using age appropriate motivation, proactive management of unwanted behaviour and acknowledging positive behaviour choices. All staff and visitors are role models for all and model the schools behaviour policy. The strategies used to encourage positive behaviour include:

- Positive language modelling
- Celebrating positive behaviour verbally or through the teacher's reward systems
- I noticed that... / I wonder ... language
- Star of the week in assembly or in classes
- Restorative approach sentence stems
- Joined up expectations from all other members of staff
- Reflection time with an adult
- Structured play

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil code of conduct or their own classroom rules.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded on CPOMS and reported to parents.

Please see Appendix 4 for further information

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

Schools will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. PUPIL TRANSITION

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

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

10. TRAINING

Our staff are provided with training on managing behaviour, including the school policy on use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development, this may be delivered internally or via advice from outside agencies.

An example staff training log can be found in appendix 1, schools may also keep records of external training via

certificates and log training via Microsoft Forms.

11. MONITORING ARRANGEMENTS

This Behaviour policy will be reviewed by the Headteacher and Executive Team, each year. At each review, the policy will be approved by the local governing body.

Headteachers will review and approve the relevant sections applicable to their school.

12. LINKS WITH OTHER POLICIES

This Behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

APPENDIX 1 STAFF TRAINING LOG

Example training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER/TRAINING ORGANISED	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

APPENDIX 2 BEHAVIOUR LOG

Our practice is to record behaviour incidents on CPOMS, including the information detailed below:

- Name
- Date/Time/Location
- Name of staff member reporting the incident
- When did the incident take place (before/after school, lunch time, break time)?
- What happened? Who was involved?
- What actions were taken, including any sanctions?
- Is any follow up action needed? If so, give details.
- People informed of the incident (parents, social care if applicable, police, other staff).

APPENDIX 3 LETTERS TO PARENTS ABOUT PUPIL BEHAVIOUR – TEMPLATES

Feedback to parents about pupil behaviour may be via telephone, in person or by email. Contact with parents about behaviour will be logged on CPOMS, **letters can only be sent home with the knowledge of the Headteacher.**

First behaviour letter

Date:

Dear parent/carer

Recently, your child XXXX has exhibited behaviour we are concerned about and we would like to raise these with you.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could attend a meeting to discuss ways we can work together to improve this.

If your child's behaviour does not improve, I will contact you again to arrange a further meeting. However, at this stage I am confident that we can work together to support your child and their behaviour in school.

Yours sincerely

Class teacher signature:

Class teacher name:

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Date:

Dear parent/carer

Following my previous letter regarding the behaviour of child name we continue to have concerns that we would like to discuss further.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Please email the school office via orchardvale@ventrus.org.uk to schedule a meeting.

Yours sincerely

Class teacher name:

Class teacher signature:

Third behaviour letter

Date:

Dear parent/carer

I am sorry to report that, despite our previous meetings and with the implementation of a behaviour plan, we still have concerns with child name and we would like to continue to support them with their behaviour choices.

Child Name would benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the myself (Headteacher), the special educational needs co-ordinator and their teacher, to discuss how we can best support your child together to help improve their behaviour.

Please email the school office via orchardvale@ventrus.org.uk to schedule a meeting at your earliest convenience.

Yours sincerely

Headteacher name:

Headteacher signature:

Appendix 4 Passive Intervention and Prevention Strategies

Things to remember:

- Almost 100% of incidents can be supported/solved without physical intervention and this strategy should only be used if it is appropriate and necessary.
- Behaviour is a communication of an unmet need - What is it?
- How much of a problem is it? Can you positively ignore and then praise immediately when appropriate?
- Keep focused on the PRIMARY behaviours not the secondary (e.g., a verbal reaction)
- Use an instruction 'You need to sit down.'
 - Calmly repeat.
 - Give a choice.
 - Calmly repeat.
 - Consequence 'If you don't then....' (Natural and logical consequences)
 - Give positive as soon as possible.
- Staff supporting each other. Can use script 'I am available for help' Use of limited adults is best.
- Share pocket sized prompt cards with staff to remind of strategies to use to reduce risk.

Card Prompt Ideas

Have you tried?

- | | | |
|-------------------------------------|-------------------------|-----------|
| -Distraction | -Humour | -Ignoring |
| -Choice | -Change of face | |
| -Non-verbal (visual) | -Change of place | |
| -Simple instruction | -Saying 'I wonder' | |
| -Validate feeling | -specific praise | |
| -Highlight wanted behaviours | | |
| -Include them in the plan/next step | | |
| -Positive gestures | -use of objects | |
| -Down to their level | -respect personal space | |

- Be respectful of the child's SPACE. Side on approach rather than face to face.
- The first person to calm down is *you*.
- A child will move through the 'stages of crisis.'

The child:	Our role:
Trigger	Observe/inform
Build up	Defuse/ respond
Crisis	Passive intervention only if necessary and after prevention strategies
Recovery	Re-assure/ wait
Depression/fatigue	Post incident support/ repair and rebuild relationships/ restorative approaches

- All members of staff are authorised members of staff to 'use force' as instructed by the Headteacher. We all have a duty of care but why is it necessary?

Legislation and Guidance

As a rule, nobody has the right to touch, move, hold or contain another person. *However*, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm. Whenever they do so they should be clear about why it is NECESSARY. The best legal defence would be to show that any actions taken were in the child's BEST INTEREST and that they were REASONABLE AND PROPORTIONATE.

In the Education and Inspections Act 2006 (part 7): A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely;

- a) committing an offence
- b) causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Reasonable force (There is no legal definition) must be *the minimum force for the desired result *proportionate to any force used against you. Disproportionate force would be an offence. It is always unlawful to use force as a punishment.

Principles of passive intervention:

- The safety of both children and staff are equal.
- Safety is paramount for both.
- The skills of guiding, safe touch and holding are acts of care which combine with calming, diffusing and problem solving.

It is designed to:

- Give the pupil back some control and help in calming down.
- Help children who have experienced negative touch.
- Make movement safe not to overpower.
- Allow staff to act confidently at times of crisis.

To maximise safety when holding, use a team approach.

Any physical intervention must be recorded on CPOMS. Parents must be informed.

CPOMS Positive handling:

Child/ date/ time

1. Incident
2. Known Trigger?
3. Prevention/de-escalation strategies used
4. What behaviour led to positive hold?
5. What PIPS techniques were used- by which staff?
6. Outcome / Next steps
7. Informing the parents – Who/When-must be on the same day (ensuring they understand reasonable force was used and why)

If it is deemed that a pupil may be likely to need support via physical intervention due to observed escalation or after a single incident then this should be included in their behaviour, care plan and shared with parents.

Schools must ensure that they have staff who have received training in passive intervention and prevention strategies. This should be refreshed every three years or more frequently if required. The school's approach to passive intervention and prevention strategies must be included in staff induction.

