



COLLINGWOOD PRIMARY SCHOOL

Behaviour and Anti-Bullying Policy

(incorporating Restrictive Physical Intervention and Parent Code of Conduct, Allegations against Staff Policies)



Our Staff and Governors' Vision Statement

At Collingwood children and adults work together in a safe, well disciplined, exciting environment where **all** pupils feel valued and are expected to make good or outstanding progress

Our staff, pupils and parents have high expectations and ensure that pupils produce work of increasing quality, develop their individual strengths, achieve their personal goals and challenges and realise their full potential as lifelong learners and responsible citizens in our global community.

"We live our lives with arms and minds wide open"

Approved by the Governing Body on 28th March 2019

Next Review: March 2022

Introduction

The Governors of Collingwood Primary School believe strongly that high standards of behaviour lie at the heart of a successful school, enabling staff to teach and pupils to learn without undue interruption or harassment. This policy is designed to ensure that adults and pupils at Collingwood feel safe, are treated fairly and have opportunities to learn, achieve and carry out their work without disruption and is designed to promote good behaviour, rather than merely deter anti-social behaviour.

At Collingwood our expected standards of behaviour are founded our whole school REACH values which are displayed on pupils' books and around the building.

R - Respect
E - Equality
A - Achieve
C - Co-operate
H - Happy



Aims of this Policy

- To fulfil our Vision Statement.
- To support all members of the Collingwood Family so that individuals can work and learn together in a safe, calm and purposeful environment.
- To promote the positive social emotional and mental health of all members of the Collingwood Family through respectful relationships.
- To acknowledge good behaviour and attitudes and ensure that pupils who always behave well feel valued.
- To establish a consistent approach where boundaries of acceptable behaviour and rewards and consequences and procedures are clear to all.
- To encourage increasing independence, a caring attitude and self-discipline so that each child learns to accept responsibility for his/her own behaviour both in and out of school and in later life.
- To state clearly that bullying is unacceptable and will not be tolerated at Collingwood under any circumstances be this towards adults or children.
- To ensure that pupils, parents, staff and governors know how very challenging behaviour will be managed safely and confidently.

Our Whole School Rules:

We always treat each other fairly.

We always use kind words and actions towards children and adults.

We allow others to concentrate and learn at all times.

We care for our school building and equipment.

We always move safely around our school.

We always look smart in our uniforms.

In addition to the school rules, each class may develop its own more specific classroom rules, if necessary, which are discussed with the children.

Roles and Responsibilities

Staff Responsibilities

Keeping Children Safe in Education (DfE, 2018) states that safeguarding and promoting the welfare of children is *everyone's* responsibility. It states that "everyone who comes into contact with children and their families has a role to play." Therefore, **all staff** at Collingwood are expected to ensure that the procedures set out in this policy are adhered to. The **Headteacher** has the day-to-day authority to ensure that this policy is implemented consistently and reports to governors on its effectiveness. Only the Headteacher can issue exclusions as specified on our consequences grid and in line with guidance from The Department of Education.

Teachers may work with the **S.E.N.C.O.** or external agencies, for example, Special Educational Needs Specialists, Social Care, Police etc to support pupils in relation to their behaviour.

Collingwood's Governing Body has the responsibility of setting down the Statement of Behaviour Principles as guidance for staff. These can be found on our school website www.collingwoodschool.net Governors monitor standards of discipline and behaviour, exclusion rates and incidents of bullying and review the effectiveness of this policy. Governors may advise the Headteacher about disciplinary issues.

Parents' Responsibilities: Collingwood aims to work collaboratively with parents and other carers, so that children receive consistent messages about how they should behave. On joining our school, parents are asked to sign and return our 'Home-School Agreement' which outlines how we can best work in partnership. Our Consequence grid shows the procedures we will follow and when we will or will not contact parents.

Parents can support their child's behaviour by:

- taking an active interest in their child's social life, friends and interests (including online communications).
- watching for signs of distress/changes of behaviour in their child.
- informing the school immediately if they suspect a child is being bullied. Your concerns will be taken seriously and appropriate action will follow.
- advising their child **not** to fight back. It makes matters worse and their child could then be accused of bullying!
- Supporting this policy in discussions with their child.
- Ensure that children are not tired or hungry on arrival at school.

This policy also outlines our expectations of parents' behaviour.

As role models, and for the safety and wellbeing of children, staff, parents, carers and other visitors are expected to behave appropriately at all times on the school site. The vast majority of parents set a good example to pupils in their own communication and behaviour towards staff and other members of the Collingwood Family

We expect parents to:

- Understand that both teachers and parents need to work together for the benefit of their children.
- Respect the caring ethos and REACH values of our school.
- Adhere to our Home School Agreement. This makes clear our expectations of staff, parents and pupils.
- Support the school's agreed policies for Anti-Bullying and Behaviour, Safeguarding and Child Protection, Visiting Speakers and Volunteers' checklist etc

- Demonstrate that **all** members of the school community should be treated with respect and therefore set a good example to pupils.
- Seek to work with the school to bring about a peaceful solution to any issue raised.
- Approach staff and seek to clarify anything about the school or its pupils or staff with the school, rather than approaching another child, parent or expressing views on social media.
- Manage their own child's behaviour, when out of school, where it could lead to conflict, aggressive, anti-social, unsafe or bullying behaviour.
- Use only the main entrance unless invited to do otherwise by a member of staff and refrain from speaking to pupils over the fence or waving through windows during lessons.

In order to support a peaceful and safe school environment we will not tolerate parents exhibiting any of the following inappropriate behaviours (This includes off site activities eg at sports events):

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, office, playground or any other area of the school grounds.
- Using loud or offensive or aggressive language or displaying temper. *(Staff may choose not to meet alone with parents who do this which will require pre-booked appointments.)*
- Threatening to harm any adult or pupil regardless of whether or not the behaviour constitutes a criminal offence.
- Any form of physical aggression towards any adult or pupil regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying school property or bringing unsafe items onto the school site.
- Breaching the school's security procedures or refusing to leave when asked.
- Abusive or threatening e-mails or text/voicemail/phone messages or any other form of communication. *(Calls may be recorded. Staff will end telephone calls of this nature and will not reply. Legal advice will be sought.)*
- Defamatory or derogatory comments regarding the school or any of the pupils/parents/staff, past or present on Social Media, even if on a "closed/private site". *(Senior staff will contact parents directly about any such comments.)*
- Approaching someone else's child in order to discuss or chastise them. Such an approach may be seen as assault and may have legal consequences.
- Harassment ie persistent patterns of intimidating or oppressive behaviour towards one individual which may not be aggressive eg constant demands or criticism. *(legal advice will be sought.)*
- Smoking and consumption of alcohol or other drugs, or being under the influence of alcohol or drugs, whilst on school property. *(A referral may be made to social care if the staff member deems that a child is unsafe.)*

Please note that this list is not exhaustive but gives an illustration of what we consider to

be inappropriate behaviour. Failure to adhere to this will result in individuals being banned from the premises in line with DFE guidance (Nov 2018)

Parents on the school Premises

DFE guidance (Nov 18) "Controlling Access to School Premises", makes it clear that schools are private property. At Collingwood, we would expect parents to be on school Premises for appointments, to attend school events that they have been invited to and to drop off or collect their child. We expect parents to report at the main entrance, unless directed otherwise by staff and consider any alternative as trespassing. Section 547 of The Education Act 1996, makes it a criminal offence for a person to be on the school site without permission, including instances when they have been asked to leave by staff due to aggressive or threatening behaviour.

Pupils' Responsibilities

The **child's** role is to adhere to the class and school rules about good behaviour, to co-operate with the school, as set out in the 'Home-School Agreement', take responsibility for their own actions and accept any consequences issued for inappropriate behaviour.

Pupils who have Special Educational Needs or Disabilities

The consequence grid still applies. When frequent inappropriate behaviour occurs specific targets will be added to the pupil's One Plan using the assess, plan, do and review strategy, which fully involves parents and other agencies. Where behaviour is related specifically to a child's medical or special educational needs, with the pupil and parent's permission, this is explained to peers, in an age appropriate manner. For these pupils, STAR behaviour analysis sheets are completed (kept in individual files with SEND paperwork) and comparisons are made to spot patterns and triggers in order to avoid further incidents (see Appendix 2). When a pattern is found, strategies are put in place eg increased staff ratio, avoidance of triggers, perception work with the pupil, change of seating/timetable, calming strategies etc

What we do to encourage good behaviour

- We make clear our high expectations of good behaviour, discussing and displaying the School rules and Behaviour and Consequences Grid.
- We treat everyone fairly.
- We acknowledge and celebrate effort, achievement and appropriate behaviour both in and out of school. (Rewards are listed beneath our Consequence grid.)
- We frequently discuss behaviour in lessons as part of pupils' Personal and Social Education, in Science, during Internet Safety, when incidents occur, in assemblies and when special visitors come to school eg Police, Magistrate, Fire Service etc and particularly during Anti-Bullying Week.
- Assemblies make use of moral themes and real-life experience. There are regular opportunities for pupils to reflect and restore.

- We encourage an ethos where "telling" is good. We regularly say to pupils "If you have a problem, tell someone. If you see a problem, tell someone."
- We work with parents to form good relationships so that all children can see that the key adults in their lives share a common aim.
- We indicate to pupils and parents our age related expectations of pupils' independence and resilience.
- We give children age appropriate responsibilities to raise their self-expectations and to develop "growth mind-set" and social responsibility.

What we do if a child misbehaves:

Specific actions taken and by whom are outlined on the Behaviour and Consequences Grid but generally:

- We discuss incidents with the children involved and investigate thoroughly. (See Appendix 6)
- We encourage children to try to resolve disagreements themselves (with adult support).
- We encourage children to take responsibility for their own behaviour and give an opportunity for restoration. (There is strong evidence to suggest that reflection and restoration has good effect on changing behaviour long term)
- We are consistent in adhering to the consequences shown on our agreed grid which ensures that all staff respond consistently and that the punishment given is proportionate to the behaviour.

How children can sort out their own difficulties

Children are encouraged to take responsibility for sorting out their own conflicts. This means that staff take responsibility for teaching and modelling strategies for doing this and for seeing that children carry them out and reach a successful conclusion. Children are encouraged to be assertive, to express their feelings and resolve conflict without resorting to violence, swearing or abuse. Giving pupils "time to talk" away from but in view of the adult may result in them resolving the issue for themselves. Where those involved cannot agree, the use of the 5 W's form may be helpful (See Appendix 6)

Peer on Peer Abuse

This can take many forms but is specified in the coloured behaviour and consequence grid we use with pupils. Pupils and parents are clear about the consequence for each behaviour displayed regardless of whether this happened in school or off site. More serious peer on peer abuse is dealt with in our child protection policy.

Challenging Behaviour

The green and blue sections of our consequence grid are sufficient for the majority of pupils. There will, however, always be a minority of pupils in any school whose needs are such that they lead to more challenging behaviour, which is when the yellow, orange and red sections are applied (See Appendix 5). Challenging behaviour is almost always influenced by

strong feelings of anger, frustration, or disappointment and can cause distress for those involved and any witnesses.

How we respond to challenging Behaviour:

Good relationships with all pupils is a vital precursor to managing challenging behaviour and supporting emotional wellbeing particularly when helping pupils become resilient when life challenges them. The best response depends upon the behaviour being exhibited and the needs of the individual pupil but our goal is always to support the pupil back to the learning task. Staff will speak calmly and respectfully and try every attempt to de-escalate a situation eg by giving the pupil a "choice" to do something different/back down without consequence/be allowed to calm in a manner of their choosing/be listened to etc

Sample script used by staff for challenging behaviour:

1. Name (Use the pupil's name)
2. I can see there's something wrong (acknowledge their right to their feelings)
3. I'm here to help (Ask how you can help, don't tell)
4. Talk and I'll listen (it may be possible staff to find out how the situation has developed, or how it may be resolved).
5. Come with me and we can.....(give them an 'out' to withdraw from the situation) During this period, the pupil should be given physical space and time to recover before being expected to respond to requests.

When de-escalation has not worked

If challenging behaviour becomes unsafe we suggest the child moves to a place of safety or we evacuate other pupils. A member of staff always stays to supervise the pupil but this can be at a distance if the pupil is stressed by this. Staff maintain non-confrontational body language and a calm voice and offer alternative "choices" and opportunities to "back down." Often a physical change of room/drink of cold water/ice-pack/heavy work/bubble popping etc can help pupils to calm. Staff use a green/red star system to alert another staff member that there is a problem.

What we do following an incident of challenging Behaviour:

Any discussions following an incident will ensure that pupils have made a "choice" in their behaviour and alternative choices will be given. When calm, pupils will be supported in making amends eg picking up thrown objects with an adult, apologising after rehearsing with an adult, completing the task they refused etc

When calm, the pupil will be given time to reflect, repair and restore by re-visiting the incident individually or in a small group, led by an adult using the following:

1. Explore what happened (let the child/witnesses tell the story)
2. Explore what people were thinking and feeling at the time (the child and witnesses)
3. Explore who has been affected and how (the child and the witnesses)
4. Explore how relationships can be repaired (What could you say/do to make them feel better? How could you put this right?)
5. Explore what other choices could be made? (So that there is a more positive outcome)

Why staff may use physical contact

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons. Staff will always use minimum force when:

- comforting a pupil in distress (appropriate to their age and individual specific needs eg sideways hug of the shoulders, offering an arm)
- rewarding (eg High 5, pat on the back etc)
- directing or guiding a pupil (hand holding, offering an arm etc)
- for curricular reasons (for example in PE, Music, Drama etc)
- in an emergency, to avert danger or prevent violence or injury to the pupil or others; (hand holding, guiding hands, Use of restrictive physical intervention/restraint eg breaking up a fight)
- Lap-Sitting is something younger children may do unprompted. This will be discouraged by staff but children will not be reprimanded.

The guidance "Use of reasonable force - Advice for headteachers, staff and governing bodies" (DfE, 2016) states that: "Schools should **not** have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm."

What is "Restrictive Physical Intervention"?

This term is when an adult uses "reasonable force" to control or restrain a pupil. 'Reasonable in the circumstances' means using no more force than is needed. Restraint means to hold back physically or to bring a pupil under control. School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid. Restrictive Physical Interventions will be used only as a last resort. As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control. Every effort will be made to secure the presence of other staff but this is not always possible.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school and people whom the Headteacher has temporarily put in charge of pupils eg on a school organised visit. Training in practical techniques of physical intervention is required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil that they are working with however, there is no legal requirement for staff to be trained in the use of practical techniques so staff may exercise their legal right to physically intervene even if they have not had such training. Many of Collingwood's staff are trained in using reasonable force. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. We take the view that staff should not be expected to put themselves in danger and that removing other pupils and themselves from risky situations may sometimes be the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

Reasonable force can be used to prevent or stop pupils from:

- harming themselves or others (eg fighting, climbing, putting self or others at risk, physical self-harm)
- damaging property, including their own property (eg throwing objects, attempting to break windows etc)
- causing disorder (eg refusing to leave an area when staying would be unsafe)
- committing a crime

All behaviour can be seen as communication. At Collingwood we always consider the underlying message a child is conveying by looking for patterns and triggers eg this could be indicative of a safeguarding, sensory or undiagnosed medical issue. Where children show regular dangerous or harmful behaviour, an individual risk management plan will be completed by staff and parents together so that all are clear what action the school will take, when and why. (See Appendices 1 and 3)

Pupils with Special Educational Needs or Disabilities

Keeping Children Safe in Education (DfE, 2018) states: "When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should, in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force". Whilst this policy applies to all pupils, some pupils may need additional preventative strategies relating to their specific needs eg ear defenders, brain breaks, physical movement etc.

Anti-bullying

We regard bullying as serious and always take firm action against it. We are a "telling school" as we believe that bystanders are the key to identifying and resolving any bullying issues and are usually more powerful than the victim and therefore, encourage children to report any incidents.

Bullying affects not just the bully and victim but also other children as witnesses or through peer pressure. It can have a devastating effect and lead to absenteeism and under-achievement and in the worst cases to depression, self-harm and suicide. Incidents of bullying at Collingwood are very rare but not impossible.. If bullying in school or off site is reported, it will be taken seriously, investigated and acted upon. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

There is lots of advice for parents on cyberbullying and reporting inappropriate on-line material can be found on our school website www.collingwoodschool.net

What is bullying?

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour

- it is often repeated often over a period of time
- it is difficult for those being bullied to defend themselves
- If the pupil or others were deemed as unsafe a risk assessment is completed by the S.E.N.C.O. and agreed with the pupil and parents.

Bullying can take many forms, but three main types are:

1. **Physical** - hitting, kicking, theft or damage of personal belongings
2. **Verbal** - name-calling, insulting, racist remarks and discrimination as a result of gender, race, ability, sexual orientation or background (including those made by text, email, social media etc.)
3. **Indirect** - spreading nasty stories about someone, excluding someone from social groups, (including those made by text, email, social media etc.)

What we do to discourage bullying at Collingwood

- Staff awareness training
- High levels of adult supervision
- Provision of play equipment/Lunchtime Adult Playleader to occupy children at lunchtime
- Regular discussion with children on aspects of bullying and the appropriate way to behave towards each other
- Providing a curriculum which stresses the importance of tolerance, individuality, responsibility and resisting peer pressure.
- Recognising and rewarding non-aggressive behaviour
- Using peer group pressure actively to discourage bullying
- Encourage pupils to "tell"
- Helping children to develop assertion and strategies to deal with conflict

What we do if bullying occurs

- All reported incidents of bullying are taken seriously and are investigated thoroughly.
- A clear account of the incident will be recorded, in writing, by the member of staff which is reported to the Headteacher or Deputy Headteacher.
- Written or dictated reports are collected from the bully, victim, any witnesses and parents, if they are aware of any details.
- The Headteacher/Deputy will confront the bully, tell them to stop, explain the effect this has had on the victim and will supervise a verbal apology to the victim.
- Orange Card issued to the bully (if the first instance)
- The bully and the victim's parents will be informed verbally and be invited to separate meetings with the Headteacher/Deputy with their own child.
- If the bullying continues (to the same or other pupils), both the bully and the victim's parents will be formally written to and a fixed term exclusion issued. (see "orange" behaviours)
- Bully may be "excluded" from certain areas of the school or certain activities eg lunchtimes, clubs etc. indefinitely to ensure that the victim feels safe.
- Further incidents will lead to permanent exclusion. (see "red" behaviours)
- A "Bullying Log" containing specific details of all incidents and the actions taken is kept by the Headteacher and is reported to governors at least termly. Ofsted usually ask to see this.

Pupils who have been victims of bullying will be supported by:

- Ensuring that the victim feels safe
- Establishing an adult to go to discuss any concerns/talk about what happened/restoring self-esteem and confidence etc
- Reassurance from staff and parents together
- Offer of counselling if appropriate
- Possible referral to other agencies

Pupils who have been perpetrators of bullying will be helped by:

- Rewarding non-aggressive behaviour in school.
- Helping to see other point of view - 'How would you feel if ...?'
- Individual Support Plan/One Planning where appropriate
- Possible referral to other agencies

Any of the following support may be given to both victim and perpetrator or small groups/class if others are aware:

Circle of Friends: The "victim" is asked to draw or write about how the bullying has affected her/him then a meeting is held between staff member, the bully and victim, observers and some uninvolved pupils. The adult explains how the bully is feeling and the group offer solutions. (The message to pupils is that bystanders are condoning the bullying by not telling and that the bully *is* able to change) The points for action are agreed and recorded with each child agreeing to do something specific then a meeting is arranged within a short space of time to discuss how things went and what next.

Circle time: After a fun warm up game the problem is discussed with one child speaking at a time. It is important to establish an ethos of openness and honest without ridicule. (nb this is not appropriate for all situations as it could result in the "victim" feeling uncomfortable and the bully "showing off")

The power to discipline beyond the school gate

In line with guidance from the Department of Education published in April 2011, disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour which occurs anywhere off the school premises and which is either witnessed by or reported to school staff. The Headteacher may choose to impose sanctions if a child is reported for bad behaviour when:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

Screening and searching pupils

In line with guidance from the Department of Education published in July 2011, the Headteacher and authorised staff can search a pupil for any banned item. Parental permission is not required for this. Banned items include knives (including pen knives),

weapons, alcohol, drugs and stolen items. The member of staff undertaking the search must be the same sex as the pupil being searched and there must be a witness (also staff, ideally the same sex as the pupil being searched). Any banned items will either be referred to the police or be collected by a parent.

Fixed-term and permanent exclusions

Exclusions are only used as a last resort and normally when the child remaining in school would be unsafe. Only the Headteacher, (or the Deputy/Acting Headteacher in her absence) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to start a new permanent exclusion following a fixed-term exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. This may be verbal but is always followed up in writing. The Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The letter informs the parents how to make any such appeal. The Headteacher informs the Local Authority and the governing body of any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil. The Governing Body has a discipline committee, which considers any exclusion appeals on behalf of the governors. When appeals panels meet to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

A Positive Referral to Child Support Unit may be made when a child's behaviour puts them in danger of permanent exclusion. This is a short term measure which aims to address the behaviour and allow the child to be reintegrated into the school following their period of time in the unit.

A reduced timetable may be implemented to support a child's reintegration or where full attendance at school is not possible due to unsafe behaviour issues.

Allegations of abuse against staff

In line with guidance from the Department for Education published in July 2011, Dealing with allegations of abuse against teachers and other staff, we have agreed that all allegations of abuse will take seriously. Our school is committed to dealing with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension of the member of staff will not be used as an automatic response when an allegation has been reported.

Allegations that are found to have been malicious will be removed from a member of staff's personnel records and any that are not substantiated, are unfounded or malicious, will not be referred to in future employer references. We will offer pastoral support to staff members in line with the DfE guidance.

Pupils that are found to have made malicious allegations will have breached school behaviour policy and will be issued with a red card, which could include temporary or permanent

exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

In imposing a ban the following steps will be taken:

1. The parent/carer will be informed, in writing, that she/he is banned from the premises, subject to review, and what will happen if the ban is breached, eg that police involvement or an injunction application may follow
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included
3. The chair of governors/LA will be informed of the ban
4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

Concerns and Complaints

It is intended that by adopting this policy and keeping parents and governors informed we can avoid the need for complaints. If parents have concerns about the way that their child has been treated, they should contact the class teacher initially then follow our normal complaints procedure which is to contact the Phase Leader then Deputy then the Headteacher then the School Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. All disputes which arise about the use of force by a member of staff will be dealt with according to Child Protection and Safeguarding policies.

What happens if a pupil/parent complains when force is used?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably. Malicious allegations by pupils will result in an exclusion (see red level behaviours)
- When a member of staff has been accused of using excessive force, reference will be made to the latest DFE guidance on "Dealing with Allegations of Abuse against Teachers and Other Staff This guidance makes clear that a person must not be suspended automatically.
- Our Governing Bodies will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.

Review and publication

The Governing Body reviews this policy regularly in consultation with the Headteacher, school staff, parents and pupils. The adopted policy will be published to staff, pupils, parents and governors on the school website and is available in a paper format on request. Governors may choose to review the policy earlier, if there is a change in school policy, in response to an incident, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Collingwood Primary School Behaviours and Consequences

The list below is not exhaustive. Blue and Green behaviours are part of child development and will be seen in most children, some of the time. Yellow and Orange behaviours are less common and could lead to fixed term or exclusions. Red behaviour, whilst rare, is very serious and could lead to longer fixed term exclusions or permanent exclusion.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Good Behaviours (desirable behaviour)	Low Level Disruptions	Disrespect of people or property	Malicious Behaviour and refusals (reactive behaviour)	Anti-Social Behaviour (behaviour with intent)	Aggressive, Violent and threatening behaviour
<p>Behaviours displayed</p> <p>Demonstrating our REACH values (Respect, Equality, Achievement, Co-operation and Happiness)</p> <p>Politeness</p> <p>Kindness</p> <p>Effort</p> <p>Beating my "Personal Best"</p> <p>"Doing the right thing" when others did not.</p> <p>Perfect Uniform</p> <p>Demonstrating a "Growth Mindset"</p> <p>Helping others</p>	<p>Behaviours displayed</p> <p>Interrupting lessons/speakers</p> <p>Not on task or work avoiding eg by wandering/spending too long looking for equipment etc</p> <p>Distracting others</p> <p>Making irritating noises, actions, gestures</p> <p>Unsafe movement around class/the school/the playground</p> <p>Dropping litter/food</p> <p>Not allowing others to play/join in</p> <p>Using/touching other's property without their permissions</p> <p>Being inside the school building at playtime or lunchtime</p> <p>Leaving the tablestill chewing</p>	<p>Behaviours displayed</p> <p>Persistent (more than 2 days) level 1 behaviours</p> <p>Incorrect uniform (parent condoned...deliberate by pupil is yellow)</p> <p>Talking in assembly</p> <p>Questioning instructions</p> <p>Deliberately not carrying out a task the way it was directed</p> <p>Lying (but not to get another person into trouble.)</p> <p>Deliberately not answering an adult or child</p> <p>Turning or walking away from an adult who is speaking</p> <p>Taking/damaging another child's/school's property unintentionally.</p> <p>Disrespectful dialogue/making fun of another person</p> <p>Swearing in anger (habit not intentionally aggressive)</p> <p>Mistreating trees, wildlife or nature.</p> <p>Misuse of toilets/washrooms</p> <p>Play fighting</p>	<p>Behaviours displayed</p> <p>Persistent (more than 2 days) level 2 behaviours</p> <p>Reacting eg Poking, pushing or prodding, throwing.</p> <p>Refusal to follow an adults request (after 1 warning)</p> <p>Spreading hurtful or upsetting rumours about another child</p> <p>Lying in order to get another person into trouble.</p> <p>Disrespectful language/swearing used directly to another person.</p> <p>Verbal threats of violence of any kind.</p> <p>Obstructing any child/adult.</p> <p>Deliberately targeting another child</p> <p>Leaving the room/playground/site without permission.</p> <p>Refusal to complete work after warning (work handed to parent to be completed at home)</p> <p>Incorrect uniform (deliberate by pupil ...parent condoned is blue)</p>	<p>Behaviours displayed</p> <p>Persistent (more than 2 days) level 3 behaviours</p> <p>Any form of intentional physical harm to another person (in or out of school regardless of who instigated it and whether wounding occurred)</p> <p>Swearing (intentionally not reactive)</p> <p>Any Serious challenge to authority.</p> <p>Throwing objects with intent/not reacting.</p> <p>Verbal abuse to any person eg harassment, lewd behaviour, intimidation etc</p> <p>Intentional Damage to school property eg graffiti, broken windows, setting the fire alarm off etc</p> <p>Stealing.</p> <p>Taking/damaging another child's/school's property intentionally.</p> <p>Any incident involving the police.</p>	<p>Behaviours displayed</p> <p>Persistent level 4 behaviours</p> <p>Throwing large objects</p> <p>Vandalism</p> <p>Arson</p> <p>Bullying (Including verbal, physical, homophobic, sexist or racist bullying or abuse)</p> <p>Smoking, alcohol or substance use.</p> <p>carrying an offensive weapon</p> <p>Any action which affects the health and safety or wellbeing or prevents learning for other members of the Collingwood Family.</p>
Consequences	Consequences	Consequences	Consequences	Consequences	Consequences
<p>We give lots of Rewards that are too numerous to list here! Here are some examples:</p> <p>Team points for good manners and kind behaviour.</p> <p>"Learning Stars" for good work leadig to bronze/silver/gold/platinum/diamond</p> <p>Mentions in "The Butterfly Book" which are read out during our weekly celebration and achievement assemblies,</p> <p>Verbal praise, Messages/telephone calls/texts to parents, Showing work to other members of staff/Deputy/Headteacher/Subject Leader/own parents/other classes stickers</p> <p>Class agreed rewards eg wear slippers to school, helper for the day, first in the lime etc</p>	<p>Reminder of the school rule Change of seating/room</p> <p>To complete work at playtime or lunchtime then go out when finished.</p> <p>Told to say sorry (verbally)</p>	<p>"Time out" (instantly) then return and apologise verbally to person concerned in front of the adult (move to yellow if apology is refused)</p> <p>or</p> <p>Loss of part (not all) of playtime (supervised by adult who gave the sanction) Time used to talk what should have happened .</p> <p>or</p> <p>Verbal apology if both agree to being in the wrong, (move to level 3 if pupil refuses to apologise)</p> <p>and</p> <p>Possible use of circle of Friends/drama/ class discussion to show how the victim feels.</p> <p>Second hand PE kits will be given to pupils who do not provide one.</p>	<p>To complete a "Ws sheet" (only if accounts are not consistent or if not witnessed by a adult)</p> <p>Parents informed that a Yellow card issued by the staff member who issued/investigated Yellow card stapled (so it can be removed when finished) in communication book on day 1 and completed each day. (loss of clubs other than 7 'til 7 and playtimes and lunchtimes for 2 days)</p> <p>To write letters/pictures of apology/lines or poster as to what should have happened with the staff member who issued the card/ or with another member of staff if unavailable but checked with the child by the issuing staff member.</p> <p>and</p> <p>Not chosen to represent the school eg at sports events for 1 month.</p> <p>and</p> <p>Possible use of circle of Friends/drama/ class discussion to show how the victim feels.</p>	<p>To complete a "Ws sheet" (only if accounts are not consistent or if not witnessed by a adult)</p> <p>Parents informed that an Orange card issued by the staff member who issued/investigated Orange card stapled (so it can be removed when finished) in communication book on day 1 and completed each day. (loss of clubs other than 7 'til 7 and playtimes and lunchtimes for 4 days)</p> <p>To write letters/pictures of apology/lines or poster as to what should have happened with the staff member who issued the card/ or with another member of staff if unavailable but checked with the child by the issuing staff member.</p> <p>and</p> <p>Not chosen to represent the school eg at sports events for 2 months.</p> <p>or</p> <p>Fixed term exclusion for Lunchtimes for a week or 1-3 full school days.</p> <p>And SENCO or Headteacher may consider a referral /Risk Assessment or Behaviour Support Plan. Parents are invited to contribute to this..</p>	<p>To complete a "Ws sheet" (Victim, perpetrator and all witnesses)</p> <p>Parents informed by Head or Deputy (or Senior Teacher if not available) that a Red card has been issued.</p> <p>Followed up later in writing. Red card stuck in communication book on day 1 and completed each day. (loss of clubs and playtimes and lunchtimes for 6 school days) To write letters/pictures of apology with Head or Deputy (or Senior Teacher if not available) and</p> <p>Not chosen to represent the school eg at sports events for 3 months.</p> <p>or</p> <p>Fixed term exclusion for Lunchtimes for 2 weeks or 3-5 full school days.</p> <p>And SENCO or Headteacher complete a Risk Assessment with parents to clarify what will happen next BEFORE child is allowed to return to school.</p>

Appendix 1

Collingwood Primary Individual Child Risk Management

Name of child:	DOB:	Date of Plan:	Review Date:
Reason for Plan (highlight all applicable): Harm to self, Harm to peers, Harm to adults, Damage to property, disruption of education, Criminal offence, Harm from absconding, Other harm			
Those involved in developing this plan:			
Name:	Role:	Signature:	
	Plan Co-ordinator		
	Parent(s)		
	Pupil		
	SENCO		
Plan shared with:			

Hazard (potential to cause harm)	Person/group affected	Likely consequence	Level of risk/likely frequency	Triggers

Measures	Strategies to support, de-escalate, calm and prevent risk.
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1. First signs that things are not going well (prevention)	
2. Secondary prevention	Strategies needed
3. Reactive intervention	Physical restraint.

Level of Risk 4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Frequency	
4	The risk of harm is persistent and constant
3	The risk of harm is more likely than not to occur again
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

Appendix 2

Collingwood Primary STAR Analysis and Record of Restrictive Physical Intervention

Day:	Date:	Time:	Location:
Pupil(s) involved (Yr, class, DOB):		Completed by:	
What happened at the time?		What we could do differently to promote positive behaviour in future.	
Setting:			
Trigger:			
Action:			
Result:			
Justification for physical intervention (tick all that apply): To prevent harm to self <input type="checkbox"/> To prevent harm to other children <input type="checkbox"/> To prevent harm to adults <input type="checkbox"/> To prevent damage to property <input type="checkbox"/> To prevent loss of learning (see plan) <input type="checkbox"/>		Predicted harm prevented by physical intervention:	
Restraint technique used: (Please Circle) Team Teach Techniques: Caring C guide, Single elbow, Double elbow, T wrap standing, T Wrap to ground, Help hug. Other:		Duration of restraint: Duration of incident:	
Accident Book completed?		Yes/No <i>If yes complete "Record of harm" overleaf.</i>	
Medical treatment given?		Yes/No <i>If yes complete "Record of harm" overleaf.</i>	
Injuries?		Yes/No <i>If yes complete "Record of harm" overleaf.</i>	
Damage to property?		Yes/No <i>If yes complete "Record of harm" overleaf.</i>	
Name(s) of additional adult witnesses:		Name(s) of additional pupil witnesses:	
Headteacher/SENCO signed:		Comments:	

Primary de-escalation techniques used during the event
(please state order in which they were used)

Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non-threatening body position	
Reassurance		Step away	
Humour		Clear instruction / warning	
Negotiation		Use of physical location and presence	
Offering choices and options		Diversion	
Cold water/ice pack		"Heavy work"	

After the incident:	Y/N	Description:
Reparation/ making good	<input type="checkbox"/>	
Consequence applied from behaviour policy	<input type="checkbox"/>	
Police involvement	<input type="checkbox"/>	
Internal Exclusion / Fixed Term EX / Permanent EX	<input type="checkbox"/>	
Review and update of Harm Reduction Plan	<input type="checkbox"/>	

Record of Harm					
Name:					
Date:		Time:		Activity:	
Harm caused:					
<u>Physical Harm / Injury</u>		<u>Emotional Harm / Injury</u>		<u>Disruption / loss of learning</u>	
To self		To self		No. of children	
To others (staff / peers)		To others (staff / peers)		No. of minutes	
To property					
Description of harm caused		Potential		Actual	
Behaviour:					
Staff present.					

Appendix 3

**Collingwood Primary School Staff Training
(not listed here- please see Safeguarding Training Log)**

Appendix4

Collingwood Primary Evaluation of Planning

Evaluation of Individual Child Risk Management Plan and School Risk Management Strategy		
Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
ACTIONS FOR THE FUTURE		

Plans and strategies evaluated by:

Title:

Date:

Appendix 5

Yellow Card			
I was given a yellow card for:			
My card was given to me and explained by:			
	Activity	How I engaged	Supervised by
Day 1 playtime			
Day 1 lunchtime			
Day 2 playtime			
Day 2 lunchtime			
Signed/comments from parent:			

Orange Card			
I was given an orange card for:			
My card was given to me and explained by:			
	Activity	How I engaged	Supervised by
Day 1 playtime			
Day 1 lunchtime			
Day 2 playtime			
Day 2 lunchtime			
Day 3 playtime			
Day 3 lunchtime			
Day 4 playtime			
Day 4 lunchtime			
Signed/comments from parent:			

Red Card

**I was given a red card for:
My card was given to me and explained by:**

	Activity	How I engaged	Supervised by
Day 1 playtime			
Day 1 lunchtime			
Day 2 playtime			
Day 2 lunchtime			
Day 3 playtime			
Day 3 lunchtime			
Day 4 playtime			
Day 4 lunchtime			
Day 5 playtime			
Day 5 lunchtime			
Day 6 playtime			
Day 6 lunchtime			

Signed/comments from parent:

Ws Sheet

Name:

Class:

Date:

When the incident happened:

Where the incident happened:

What do you think happened?

Why was it a problem?

Who saw what happened?

Which rule was broken?

What can be done to stop it happening again?

What needs to happen to put things right?

Adult dealing with this incident:

Action taken by adult:

Consequence for perpetrator(s):

Feedback to Victim(s):

Appendix 7



Advice for parents - Cyberbullying and what to do if it happens to your child!

From time to time we are made aware that there are inappropriate comments about pupils which can be both hurtful and unfounded. If you feel that this is the case you can report this to CEOP who will investigate and have the offending items removed.

- Teach your child **never** to share their details online, even if they believe that they are talking to a friend. Better to use a made up nickname.
- Teach your child to recognise this logo and click on it if they wish to report something which has made them feel uncomfortable. (This logo can be downloaded onto your desktop from www.thinkuknow.co.uk)



The address for the Child Exploitation and Online Protection (CEOP) Centre is:

Child Exploitation and Online Protection Centre

33 Vauxhall Bridge Road

London SW1V 2WG

Telephone: +44 (0)870 000 3344

There are lots of helpful websites out there, many of which we put on the e-safety page of our school website www.collingwoodschool.net but below are a few you may find useful.

www.dfes.gov.uk/bullying.org Founded by NSPCC in 2002. Network of national, voluntary and private sectors, LAs, professional associations and research communities aimed at creating safer environments for children.

www.anti-bullying.net Anti-bullying strategies for schools, parents and pupils. (University of Edinburgh)

www.bullying.co.uk Registered charity - information for parents, teachers and children.

www.kidscape.org.uk Registered charity aimed at keeping children safe.

www.luckyduck.co.uk Creators of the "no blame" approach to bullying.

At School the Designated Safeguarding Leads are Mrs Buckland Garnett and Mrs Minister. Please contact the office if you wish to speak to either of them regarding your concerns for the safety of any child.



Our Anti-Bullying Code

At Collingwood we do all we can to prevent bullying.

What bullying looks like:

- Hurting with actions.
- Hurting with words.
- Hurting with looks.
- Being threatened.
- Forcing you to do something or not do something.
- Sending texts or emails or pictures that you do not like.

What to do if you are being bullied:

1. Tell someone

- Any teacher
- Any adult in school
- Put a note in the worry box
- A friend
- A family member
- Childline [Phone: 0800 11 11](tel:08001111)
- CEOP



2. Do something

- Walk away
- Do not react
- Ignore it if you can
- Tell someone again (the same person if you can)

How can you help someone who is being bullied?

- Tell someone
- Do not watch
- Do not join in
- Do not take sides

At Collingwood we always say *"If you have a problem, tell someone. If you see a problem, tell someone"*

THIS IS NOT TELLING TALES!

We want Collingwood Primary School to be "Bully Free" so help us!

Appendix 9

Further Guidance

Keeping Children Safe in Education (DfE, 2018)

Use of Reasonable Force (DfE, 2013)

Behaviour and Discipline in Schools (DfE, 2016)

Exclusion from maintained schools, academies and PRUs in England (DfE, 2017)

SET Procedures (ESCB, 2018)

Searching, screening and confiscation (DfE, 2018)

Positive environments where children can flourish (Ofsted, 2018)

Creating a Culture: how school leaders can optimise behaviour (DfE, 2017)

Team Teach Physical Restraint Training

Guidance for schools on the use of reduced educational provision (Essex LA 2016)

"Controlling Access to School Premises" (DFE 2018)