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BOWER GROVE SCHOOL **BEHAVIOUR POLICY**

This policy sets out the expectations of behaviour at Bower Grove School. The Governing body, staff, parents and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for inappropriate behaviour should it occur and reflects guidance provided by the Department for Education.

A school's behaviour and attendance policy should be seen as an integral part of its curriculum, for all schools teach values as well as knowledge and skills. It must be based on clear values – such as respect, fairness and inclusion – that will also be reflected in the school's overall aims and its social, moral and religious education programmes.

‘Advice on Whole School Behaviour and Attendance Policy’ DfES, 2003

Whole school Behaviour Vision

Whilst it is recognised that a comprehensive list of rules are valuable to ensure behaviour expectations are met, it has also been noted that staff and pupils can find these overwhelming and over complicated. As a tenet for a whole school vision the focus will be on introducing, reinforcing and promoting three basic rules: ‘Responsible, Respectful and Ready to learn’. These three concepts are suitable to encompass all ideas and thoughts listed in the overall, playground or classroom behaviour expectations yet remain accessible to staff and pupils. By exploring: responsibility to yourself and others; what respect is and how to give and earn it and what the expectations are to be ready to learn it is believed that the school will be providing a framework of behavioural expectations that will not only support students within school but will also give them tools to cope within other settings.

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AIMS

At Bower Grove School our aim is to develop an environment that promotes and recognises positive, socially acceptable behaviour.

Whilst the school has high expectations for all its pupils, it recognises that not all pupils will be able to achieve these expectations immediately due to the complexity of their behavioural difficulties.

In partnership with parents and outside agencies as appropriate, the school will offer support and guidance whilst recognising the individual needs of all its pupils.

To this end we strive to;

- Create a welcoming, happy environment that sets realistic expectations for all
- Work in partnership with parents to promote acceptable behaviour in school
- Provide a safe, caring and effective learning environment with a stimulating and relevant curriculum differentiated to meet the needs of all
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all
- Ensure all pupils, parents and staff are clear about the expectations regarding behaviour.

RATIONALE

Bower Grove School aims to educate its pupils within a moral, spiritual and cultural context which promotes respect for others. Staff and pupils have a clear sense of what is important, what will be valued, and, what will not be tolerated. In seeking to define acceptable standards of behaviour it is acknowledged that these goals are ideals to be worked towards.

Pupils bring to school a wide variety of experiences based on differences in home values, attitudes and parenting skills and our aim is to work towards standards of behaviour based on the principles of honesty, respect for ourselves and others, respect for property, consideration and personal responsibility. To this end we aim to ensure that everyone is clear about the kind of behaviour that is expected of them and how they can expect others to behave towards them.

The following principles underpin the strategies for behaviour at Bower Grove School:

- Positive behaviour is recognised and continually reinforced; individual and whole class achievement is celebrated and rewarded
- Parents' support and contribution is valued and respected. The school works in partnership with parents to promote positive behaviour across all settings
- Pupils are encouraged to take responsibility for their behaviour by seeing clear consequences for their actions,
- Staff continuously demonstrate appropriate behaviour and responses in their interactions with pupils and each other
- Pupils are given clear explanations of acceptable behaviour
- Pupils are given consistent boundaries
- Pupils are recognised as individuals. The schools structures and systems recognise the need for some pupils to follow individual behaviour programmes
- Staff understand that emotional issues can impact on behaviour, however, they will not be recognised as an excuse for poor behaviour,
- Staff will show disapproval of the behaviour the pupil displays, but never of the pupil themselves
- Staff recognise that pupils respond best to environments that are fair and equitable to all,

BOWER GROVE SCHOOL CODE OF CONDUCT

This code has been agreed by all staff and pupils and is communicated to parents, on admission via the Home / School Agreement

We want everyone to behave in a way that makes all of us feel safe in all parts of the school and when we travel to and from school.

We will respect and care for others.

We have the right to be happy.

We respect that everybody has the right to come to school and learn without being disturbed by others.

We will take care of Bower Grove School and the property of others.

ROLES AND RESPONSIBILITIES

The Role of the Pupil

The pupils have a central role in shaping and promoting the school's Behaviour Guidelines and in supporting the staff and other pupils. Unacceptable behaviour can be changed through the concerted actions of all pupils, staff and parents and through pupils taking responsibility for their own actions. Awareness that it is the responsibility of the individual to show self-discipline comes with maturity and time; staff continually reinforce this with pupils.

Incidents of inappropriate behaviour are managed by staff with pupils being given the opportunities to discuss and reflect on their behaviour and its consequences as well as being given the opportunity to resolve and find alternatives to conflict. To this end the staff strive to ensure that pupils have a clear understanding of what is expected of them.

Staff believe that pupils should experience consistent and predictable approaches to their personal and social development.

The Role of Parents as Partners

The school believes in working in partnership with parents and carers as they have a vital role to play in fostering good behaviour. Children benefit from parental encouragement and support to participate fully and positively in both their school work and in the wider community. The school aims to build a supportive dialogue between home and school and will inform parents of any concerns about their child's welfare or behaviour.

Expectations for pupil behaviour is detailed in the school's 'Behaviour Guidelines' booklet which parents are given as part of the admissions procedure. It is expected that parents will support the school by reinforcing these expectations and also work in partnership with staff in managing their child's behaviour. Parents and pupils are asked to show their agreement to the expectations laid out in the 'Behaviour Guidelines' by signing the Home/School agreement.

Bower Grove develops a positive working partnership with parents through the provision of:

- A welcoming environment for parents and an 'open door' policy
- The school prospectus, newsletter, Behaviour Guidelines booklet, Home-School Agreement etc.
- Parents Support Group and PFTA events
- Home-School liaison, contact via Home / School books or by telephone, text, email or letters
- Parents meetings, Statutory and Transitional Review meetings, Open Evenings

- Invitations for parents to attend special events
- Holiday or after school activities
- The hosting of multi-agency meetings for external agencies and parents

The Role of the Staff

Classroom management and teaching methods have a significant influence on pupils' behaviour as pupils need a calm and purposeful classroom environment. Relationships between staff and pupils are paramount in developing mutual respect and trust and in developing a pupil's self-esteem and feeling of self-worth. The Student Support Coordinators provide pastoral and learning support for all pupils, develop and maintain relationships with parents and assist with any behaviour plans that have been put in place in liaison with teachers.

The Learning Support Assistants (LSA's) provide valuable insight into pupils' behaviour; assisting in the monitoring of individual pupil behaviour as well as providing stability throughout the day. The role of staff in implementing behaviour strategies and supporting pupils is recognised as being at the heart of the behaviour management systems at the school.

Staff at Bower Grove School aim to ensure that in the classroom setting:

- Pupils are aware of classroom procedures
- Explanations are clear and concise
- Work requirements are clearly explained and progress is carefully monitored
- Appropriate strategies are deployed to de-escalate inappropriate behaviour
- Work is set appropriate to pupils' abilities
- Well-paced lessons start and end on time
- Classrooms are suited to a particular activity
- External interruptions are minimised whenever possible
- Appropriate and sufficient resources are available
- Marking and record keeping is a supportive activity providing feedback to the pupils on their achievements and helping them to plan the next learning steps.

It is the responsibility of the Class Teacher to inform all adults including Learning Support Assistants of any individual or class behaviour plans.

The Role of the Headteacher and the Governing Body

The Governing body has the responsibility for agreeing the principles and guidelines underlying the standards of discipline and behaviour in the school and reviewing their effectiveness.

The Headteacher has day to day responsibility for implementing the school's behaviour policy but may seek advice and guidance from the Governors about specific disciplinary issues.

It is the responsibility of the Headteacher to monitor the consistent implementation of the policy and to report to Governors on its effectiveness.

The Headteacher is responsible for keeping records of reported serious incidents and has the responsibility for giving exclusions. It is the responsibility of the Headteacher to notify the parents, Governing body and the Local Authority on these occasions in accordance with Local Authority guidelines. For very serious acts of anti-social behaviour, the Headteacher in consultation with the Governing body and Local Authority may permanently exclude a pupil.

The Governing body, Headteacher and staff are responsible for ensuring that all aspects of the school's behaviour policy and its application promote equality for all pupils.

REWARDS AND SANCTIONS

Positive Behaviour Management

The school operates a Positive Behaviour Management system. Pupils are reminded of the agreed rules and encouraged to make the 'right choice' to follow the rules knowing that there will be a known consequence for continued inappropriate behaviour.

Each Key Stage has a specific plan for managing the behaviour of its pupils in the classroom, lunchtime and playtime. These plans have been drawn up by the staff and have the approval of the Headteacher and the Governing Body.

Pupils are informed of the rewards, sanctions and expected behaviours in school at the start of each academic year. This presentation forms part of the Year 7 Parent Transition Meeting. New parents and pupils receive a copy of the Bower Grove School Behaviour Guidelines Booklet as part of the admissions procedure.

BEHAVIOUR GUIDELINES FOR KEY STAGES 1 AND 2

Overall Expectations

- To show consideration and respect for others.
- To show 'good listening' and follow instructions.
- To walk when moving around school.
- To ask permission to leave the classroom.
- To line up when requested.
- To take turns and share with others.
- To acknowledge adults in an appropriate manner and show respect.
- To take care of their environment and respect other people's property.
- To adopt good work habits.
- To be responsible for their own possessions and not trade or swop possessions.
- To adhere to the school uniform policy.
- To work quietly to complete tasks and allowing others to complete theirs.
- To put things away when they have finished using them.
- To use the communal toilet appropriately.

Classroom Rules

The following classroom rules have been agreed by the pupils:

- Be kind to others – do not hurt anyone.
- Talk respectfully, no swearing or using words that upset people.
- Take care of the school, do not break or throw things.
- Listen to and follow instructions.
- Be polite – don't interrupt when others are talking.
- Look after your own property and respect that of others.
- Ask permission if you need to leave the classroom.

Rewards

- Verbal praise.
- Smiley faces and notes in home school books and stickers on jumpers.
- Reinforcement by another adult.
- Being given the opportunity to choose an activity.
- Certificates and awards given in special assemblies.
- Class-wide reward systems such as sticker charts, merit awards, certificates, house tokens and points may be used in addition to individual rewards.
- Merits recorded on Sleuth

- Rewards afternoon activities
- Weekly behavioural top 20 published
- Weekly celebration assembly

BEHAVIOUR GUIDELINES FOR PUPILS IN GROUPS 7 - 11

Overall Expectations

- To behave in such a way as to enable teaching, learning and social integration to take place.
- To be in school on time and ready to work in lessons.
- To be dressed appropriately (see School Prospectus)
- To show consideration for others.
- To have respect for others' well-being and safety.
- To have verbal and physical respect for everyone.
- To walk around the school.
- To line up quietly at the start of lessons
- To look after your own possessions and not to take or interfere with those belonging to others.
- To ensure that all mobile phones and electronic equipment are handed in at the start of the day
- To help to keep the school clean and tidy.
- To show appreciation for cultural and gender differences and individual needs.

These expectations will be communicated to all pupils throughout the week but especially via school assemblies, PSHE and SEAL time.

Classroom Rules

The following classroom rules have been agreed by pupils:

- Enter the room and go quietly to your place, when invited.
- Listen to and follow instructions.
- Put your hand or ask to speak in an appropriate manner. (In informal situations the teacher may tell you that this rule does not apply).
- Speak without shouting and use appropriate language.
- Leave other people and their belongings alone.
- Ask permission to enter or leave the classrooms.
- Arrive punctually for each lesson or give a polite reason to the teacher if you are late. Be ready to work.
- Walk carefully in the corridors
- No chewing gum in school.

Rewards

- Verbal praise.
- Postcards home.
- Merit recorded on Sleuth for positive behaviours.
- Whole class rewards.
- A whole school behaviour tracking system enables pupils to earn points. Points can be exchanged for items in the Reward Shop and for Reward Day Activities.
- Rewards afternoons
- Weekly behavioural top 20 published
- Weekly Key Stage 3 and 4 celebration assembly

Sanctions

Staff will always promote a positive working atmosphere. With the onset of undesirable behaviour staff will deploy diversionary tactics, for example highlight a pupil who is displaying the correct behaviour and praise them accordingly. Sometimes this will be sufficient to initiate the desired behaviour. If diversionary measures are not successful the following sanction system will be used and any incidents will be recorded on

Sleuth by the member of staff issuing the warning or card:

For the Early Years pupils an instant 'sanction' based on individual need will be used. This may involve a 'time out' or the loss of a preferred activity. Staff will record 'time out' incidents and these will be transferred onto Sleuth. As the pupils get older, the following system will be used, staff will endeavour to ensure 'take-up time' is allowed between cards to enable students to modify their own behaviour.

Verbal Warning

Pupils will be given a verbal warning to stop the behaviour.

'Yellow Card'

Pupils will be shown or given a 'yellow card' as the first formal warning.

'Orange Card'

Pupils will be shown or given an 'orange card' as the second formal warning.

An orange card will carry a 'Time Out' sanction of 5 minutes to be managed by the class teacher. There will be no dedicated 'Time Out' areas in school - these will be negotiated and planned for depending on location, pupil need and staffing.

Staff will deploy de-escalation strategies to help pupils make positive choices. Staff will assist pupils to take 'Time Out' to avoid orange card situations escalating to a Red Card. Walking out of a classroom will not necessarily result in a Red Card as pupils may need different ways of calming: running, roaming or sitting in a quiet space. The Class LSA who moves with the group is of great benefit as they can often identify effective 'Time Out' strategies for individuals.

Staff will try not to react to pupil insults but instead encourage pupils to take the 'Time Out.' Where there is a known trigger for pupil behaviour, for example, pupils opting out of lessons, Individual Behaviour Plans will be devised.

Following the 'Time Out' the pupil will be expected to re-join the lesson.

'Red Card'

Pupils will be shown or given a 'red card' and asked to leave the classroom.

Pupils who receive a red card will be escorted to the Duty Room and given the opportunity to sit quietly and calm down. The member of staff issuing the Red Card will record the information on SLEUTH.

Staff in the Duty Room will give the pupil opportunities to discuss the problem and offer support to resolve the issues. Staff will make judgement calls as to when it is the appropriate time to begin the discussion. Staff may request other pupils / staff to assist them in resolving these issues.

Once a pupil is sufficiently calm, appropriate work / activities or the option to do nothing will be offered.

Duty staff may phone for class work to be sent to the Duty Room if appropriate.

Once a pupil has shown that they are calm and ready to return to class the duty staff may phone the appropriate teacher and ask if the pupil can return to class. For practical lessons, it may be necessary for the pupil to remain in the Duty Room until the next lesson.

As part of the discussions with the pupil, pay back requirements will be discussed. Pupils issued with a red card will complete a 'Payback' during the next available lunchtime. (Recording the information on SLEUTH ensures that staff know who has been sent to the 'Duty Room' and which lunchtime paybacks they should be doing).

If a pupil arrives at the Duty Room in an unsettled frame of mind or if the pupil displays inappropriate behaviour in the Duty Room, they may be escorted to one of the Safe Rooms where they will remain there until they are calm enough to return to the Duty Room or go back to class. Pupils who show that they are not ready to go back to class will remain in the 'Duty Room.'

The following incident will merit the issue of a Red Card straight away.

Physical Aggression: An incident where a pupil is putting themselves or others at risk by their behaviour. e.g. a pupil hitting someone.

The following incidents may necessitate the use of a Red Card.

Swearing: An incident where a pupil directly swears at an adult or another pupil with the intention of causing offence.

Pupils do occasionally swear as part of a game that they are playing and a verbal reminder may be all that is necessary for them to stop. However, if a pupil swears directly at an adult or another pupil with the intention to offend, the pupil can be shown a red card. There are incidents where swearing is a secondary behaviour and so the issuing of a red card may not be appropriate.

Serious Disruption: An incident where a pupil is seriously disrupting a classroom activity

When a pupil is seriously disrupting the good order of a lesson and preventing others from learning the card system will be followed. Pupils who persist in their behaviour will be given a Red Card.

Pay Back

Following a Red Card incident, pupils will complete one payback.

Pay Back will be completed during the next available lunchtime following the incident when all pupils will be expected to complete written work appropriate to their age.

Once pupils have successfully completed their Pay Back, the incident will be finished.

The card system will be used for pupils who fail to attend payback without a valid reason.

Pupils who are unable to successfully complete their Pay Back will repeat their Pay Back the following lunch time.

Pupils who fail to successfully complete their Pay Backs or accrue a disproportionate number of red cards may receive a further sanction. Following discussions between staff and the pupil's parents the student may: complete a period of time in supervised isolation to allow them to complete their paybacks; have an after school detention or complete their sanction in a suitable restorative way.

Time Away Room

There are occasions when a pupil's behaviour puts themselves at risk and necessitates the use of withdrawal. Time Away rooms are available, with minimal stimulation and no audience, where pupils can calm down and regain control of their behaviour and emotions. The Time Away rooms are operated on an 'open door' policy where practical.

The Time Away room may be offered to a pupil by a member of staff or a pupil may be directed to go there. In either case the aim is to allow the opportunity for the young person to regain control.

Pupils are always accompanied to the Time Away room. If a pupil is displaying aggressive or threatening behaviour or is putting themselves and others at risk it may be necessary to provide a guided escort using one of the approved Team Teach techniques.

Use of Time Away rooms will be recorded on the sheets provided at the time of the incident and these records transferred to Sleuth on a regular basis.

When in the Time Away room, pupils can be monitored by staff and CCTV. Depending on individual circumstances, staff will undertake an observational risk assessment to determine when the pupil is calm and able to take responsibility for his / her own emotions. On some occasions it may be necessary for staff to use physical intervention strategies in the Time Away room, for example, when a pupil's challenging and violent behaviour is putting themselves or staff at risk or there is a risk of damage to property.

Once a pupil is felt to be calm, the pupil may be moved to another quiet place to work or more generally

taken back to class.

A 'payback' will follow time spent in the Time Away room if a Red Card has been issued.

In Key Stage 1 a Time Away room is integral to the classroom and is used as a calm space.

PLAYGROUND RULES

The following rules have been agreed by staff and pupils.

Key Stages 1 and 2

- Use kind words. (No swearing or unkind words or gestures. Be polite and respectful to your friends and adults).
- Be kind. (No hurting, kicking, biting, pushing, hitting, spitting, pinching).
- Stay on the playground. Ask if you need to leave.
- Walk along the paths and the corridors.
- Use the play equipment safely.
- Follow the football and spinner rules
- No play fighting.

End of Playtime Arrangements

- **Main school bell sounds**
This is the trigger for all staff to come to the junior playground to collect their next class.
- **The member of staff on duty blows the whistle.**
This signals that the pupils should go to their lines and line up.
- **Staff then accompany their classes in one group at a time.**

Key Stages 3 and 4

- Be polite to your friends and adults - no swearing or name calling.
- Play safely and kindly – no rough play fighting or bullying.
- Stay on the playground areas – ask an adult if you need to leave.
- Walk along paths and corridors.
- Use the patio area for sitting, walking and talking.
- Use the adventure play area safely and keep the football in the playground.
- Follow all adult requests or instructions.

End of Playtime Arrangements

- **Main school bell sounds**
This is the trigger for all staff to come to the senior playground to collect their next class.
- **Pupils make their way to their lining up points**
Pupils line up quietly on the playground.
By the time that the pupils are lined up staff should be on the patio and ready to receive their class.
- **Staff should then take classes in one group at a time.**

Sanctions

The following sanction system applies to pupils who deliberately break one of the playground rules

A verbal reminder of the expected behaviour will be given to all pupils prior to a card being shown.

'Yellow card'

To be shown to pupils as a first formal warning.

'Orange card'

To be shown to pupils as a second warning. This carries a 'Time Out' sanction.

In KS 1 and 2 the pupils will spend 2 minutes sitting on the bench
In KS 3 and 4 pupils will have 5 minutes 'Time Out' in an allocated area.

'Red card'

Pupils will automatically be sent in. This will be used for continued violation of a playground rule e.g. after 2 warnings OR if the pupil's behaviour is sufficiently serious to be sent straight in.

RECORDING AND REPORTING

The Sleuth Behaviour Tracking system is used by staff to monitor and track positive and negative behaviour incidents at school.

Negative and positive incidents are recorded on Sleuth and feed directly into the school's Reward System.

Parental contact following an incident may be by telephone, contact book, text or email. Class Teachers will ensure that any relevant information about a behavioural incident is communicated promptly.

Using Sleuth, incidents can be monitored by the Leadership Team and Class Teachers to identify and target persistent behavioural issues. Individual programmes may be implemented to address these. Pupils causing concern are discussed on a weekly basis during Leadership meeting time.

Behavioural data recorded on Sleuth will be used to inform parental meetings and is available for discussions about students' behaviour and subject or time specific incidents.

SPECIAL CASES

The sanctions outlined offer a framework for most pupils. However, rigid sanctions for some pupils can be counter-productive and in these situations an individualised approach is required.

Some children do not, or, cannot respond to positive behaviour management strategies. For these pupils individual plans will be devised. These plans will be shared with other staff via staff meetings and will be documented for parents.

For persistent inappropriate behaviour, parents will be informed and a meeting will be requested in order to develop a Pastoral Support Plan for the pupil.

EMERGENCY PROCEDURE

Extreme behaviour will be referred directly to a member of the Leadership Team.

In the event of a child endangering themselves or others, the child will be escorted using Team Teach positive handling techniques, and if necessary, additional staff will be called to assist using a school code "Blue Light".

POSITIVE HANDLING

Should a pupil's behaviour be so challenging that it can no longer be managed solely by the school's behaviour management and de-escalation strategies, it may be necessary to use positive handling.

At Bower Grove physical interventions will be deployed as the last option when staff have attempted all other interventions or when a pupil's behaviour is putting themselves, other pupils, staff or others at risk. The school's policy on positive handling is framed by guidance from the DfE, July 2013, 'Use of Reasonable Force' Behaviour and Discipline in Schools Jan 2016 and Keeping Children Safe in Education, September 2016 and uses Team Teach positive handling techniques and strategies.

Whilst it is recognised that some pupils in Key Stage 2 will need to be escorted, it is envisaged that only in exceptional circumstances would pupils in Key Stages 3 and 4 require positive handling strategies. In the majority of cases it is safe for pupils to run into safe spaces to avoid the need for Positive Handling. The positive use of touch is considered a beneficial strategy, e.g. help hug, guided walk, reassuring touch.

At Bower Grove School, physical interventions may be considered necessary in the following situations:

- When a pupil's behaviour is putting other pupils, staff or others in danger of physical harm, for example, if a pupil is attacking another person;
- When a pupil is at risk of harming themselves or putting themselves in danger, for example, running into the road or when two pupils are fighting causing the risk of injury;
- When a pupil's behaviour is causing disruption to the extent that good order and discipline is being seriously affected, for example, if a pupil is causing or is at risk of causing injury or damage, by accident, by rough play, or by the misuse of dangerous materials or objects;
- When a pupil is causing or is on the verge of causing deliberate damage to property;
- When it is beneficial for staff to establish firm and consistent boundaries with younger pupils in order to reinforce pupil safety and the necessary behaviours and attitudes to sustain the pupils' school placement;
- When it is necessary to prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts others;
- When a pupil is behaving in a way that seriously disrupts a school sporting event or school visit. (As part of the preparation for off-site visits risk assessments are undertaken. It may be deemed unsafe or inappropriate to take a child on an activity where there is a significant likelihood of a need for physical intervention).
- When a pupil persistently refuses to follow an instruction to leave a classroom. (It is recognised that in this instance the refusal of a pupil to remain in a particular place is not enough on its own to justify the use of force). However, it may be justifiable where a pupil remaining in a classroom or leaving would:
 - Entail serious risks to the pupil's safety, (taking into account the pupil's age and level of understanding), to the safety of other pupils, staff or others, or of damage to property; or
 - Lead to behaviour that prejudices good order and discipline, such as disrupting other classes;

Should positive intervention be necessary the well-being of the pupil will be of paramount concern and the physical intervention used "will be proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result." (DCFS 2013, 'The use of force to control or restrain pupils' and DfE Guidance 2012). Often it may be assessed that a prompt, guided escort away from a situation may prevent the need for a more robust intervention.

The child's welfare remains our paramount concern. However, any occasion when physical restraint is used carries some risk. The following statement has been adopted into this policy and reflects the working realities and possible consequences when individuals are involved in an incident when physical restraint may need to be used:

"Team-Teach techniques seek to avoid injury to the service-user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe." (George Matthews – Director)

See additional advice in Bower Grove's Positive Handling Policy.

For pupils for whom physical interventions are likely to be required due to their specific needs, a Behaviour Intervention Plan based on Team Teach advice will be devised. This plan will be drawn up in conjunction with parents and carers and where appropriate, with pupils.

As of March 2014 the school has four Team Teach trainers; two Advanced Trainers and two Intermediate Team Teach Tutors. The Advanced Trainers are responsible for initial training and updated training for all staff, but all four trainers are available for advice on any positive handling matter.

Although it would be envisaged that positive handling would be used in situations where a plan had been agreed it is important to recognise that there will be times when circumstances dictate immediate responses to a situation in order to keep the pupil, other pupils, staff and others safe. At these times it is assumed that staff will act in good faith and that their responses will be proportionate to the consequences that they are intending to prevent.

Pupils running off and leaving the school premises causes significant anxiety for staff. Staff should share that responsibility by informing Office Staff and LST if a pupil runs off from the school premises. Behaviour Plans may be in place and strategies already agreed, at other times a dynamic risk assessment will be made and a Behaviour Intervention Plan will be completed. Following an incident of a pupil absconding from school behaviour plans will be amended to include this identified risk.

Following an intervention where positive handling / physical restraint has been necessary, the incident will be recorded on a Serious Incident Form.

Positive Handling Intervention Plans will be completed for pupils who persistently display challenging behaviour.

More detailed information on positive handling can be found in the school's 'Positive Handling Policy'.

TRUANCY

Regular attendance is encouraged at all times, as outlined in the Attendance Policy.

Because of the strong home/school links and transportation to school, truancy is an unusual occurrence. All unsatisfactory patterns of attendance will be dealt with through the structures outlined in the Attendance Policy.

EXTERNAL SUPPORT SERVICES

The advice and assistance of external services is highly valued in dealing with pupils' behaviour and supporting staff training. Practically this may mean involvement in one or more of the following:

- Education Welfare Office and Educational Psychologist
- Regular Continuing Professional Development (CPD) for staff on behaviour related topics
- Social services / respite care
- Invicta Community Trust
- Youth Offending Team (YOT), Children and Adolescent Mental Health Services (CAMHS), Minority Groups

Additional support available to Parents includes:

- Parent Support Group
- Student Support Coordinators
- 'Open Door' Policy at the school

- Parent Workshops
- Signposting to other agencies
- Advice and guidance from school staff.

Monitoring of this policy will be undertaken by both formal and informal activities which include:

- Lesson Observation Data
- Data Analysis using SLEUTH
- School Council
- Focused Observations
- Parental and Pupil Surveys
- Serious Incident Log
- Feedback from Staff at Staff and Key Stage meetings.

This policy will be reviewed annually. Key elements will be brought to the attention of staff at the beginning of the Autumn Term, and through a rolling programme of inset on a needs driven basis.

Additional advice for this policy was taken from:

- Advice on Whole School Behaviour and Attendance Policy, DfES September 2003
- Guidelines for Team Teach and Team Teach Code of Practice (April 2015)
- The Use of Force to Control or Restrain Pupils, DCSF April 2010
- Bower Grove School's Positive Handling Policy updated January 2018
- KCC Anti-Bullying Policy (Sept 2017)
- Preventing and Tackling Bullying, DfE, 2017.
- Behaviour and discipline in schools, DfE, January 2016
- The Use of Reasonable Force, DfE, July 2013 (Reviewed July 2015)
- Keeping Children safe in Education, DfE, September 2016