



## Behaviour and Relationships Policy including Anti-Bullying Policy -

### *“Be Respectful, Be Safe, Be Ready”*

#### Introduction

Good behaviour in school is necessary in order for children to feel safe and learn to the best of their abilities. Good behaviour is expected at all times: in the classroom; in the playground at playtime and lunchtime; on school trips and on the journeys to and from school.

At Dereham C of E Junior Academy, behaviour that is ‘over and above’ is what we strive for; behaviour that is not only good, but that goes beyond this and truly reflects an excellent attitude in any area of school life. This applies not only to the children but also to the adults that work in and visit our school. The school values positive relationships and we know that this is fundamental to ensuring good behaviour.

#### Aims

Our core aims are simple; we want all members of our school community to achieve their full potential, to be the best learners they can be and to make at least good progress.

This can only be achieved when behaviour is appropriate and:

- When everyone is being **respectful**
- When everyone’s behaviour is **safe**
- When everyone is **ready** to learn.

The above three words in bold make our very clear school behaviour code: ‘**Be Respectful, Be Safe, Be Ready**’.

A school where everyone is ‘respectful’ and ‘safe’, is a perfect place to be ‘ready’ to learn and fulfil potential.

#### Restorative Practice

In maintaining a school community where behaviour is respectful and safe and where everyone is ready for learning, adults will adopt and employ a **restorative** approach when responding to dysregulated behaviour.

If harmful behaviour occurs, staff will help the children learn from this. Like anything, good and better behaviour can be learnt and every opportunity will be taken to enable this. The key principles of Restorative Practice are:

- It focuses on harm caused and actively seeks ways of repairing that harm
- It gives everyone the opportunity to state their views, listen to others and acknowledge each other’s opinions
- Its process is fair, open, and honest and treats all participants with respect
- It allows all participants to engage, learn and gain a shared understanding
- It leads to accepting responsibility, reparation, reintegration and a change in behaviour.

For some restorative meetings, staff involved may use a script (see Appendix 1). All staff are trained in a restorative approach to behaviour and have undergone training that looks at how best to create a nurturing environment where children and adults feel safe and respected and where responses to all behaviours (regulated or dysregulated) are responded to in a predictable, consistent and relentless manner.

## Adult Behaviours

The adults in school need to model exemplary behaviour. After all, if we want children to behave in the best way possible, the staff need to be examples. At Dereham C of E Junior Academy, this means staff will:

- Greet children warmly in the morning as they enter the classroom (TA will do this if the teacher is on duty)
- Be kind; respect what the children have to say and take an interest in their lives outside of school
- Be as ready as possible for the day
- Address the children calmly and only use a raised voice to alert people to danger or to draw attention
- Be consistent so that pupils get the same responses wherever they are and whomever they are with
- Work together as a team to celebrate good and better behaviour and address dysregulated behaviour
- Be humble and admit when they've made a mistake
- Never shame a child by 'advertising' poor behaviour (only great behaviour is 'broadcasted').

It is impossible to list all the expected behaviours of adults in school. However, it is clear from the bullets above those behaviour expectations for adults and children at our school are not that different in any way.

## Behaviour at Dereham C of E Junior Academy

Everyone at our school is responsible for their own behaviour and for encouraging, recognising and celebrating the good and 'over and above' behaviour of others. Recognising this type of behaviour is at the heart of everything we do and is imperative in making sure that everyone knows what is expected of them.

Highlighting positive behaviour is also crucial in ensuring that everyone knows how much in abundance this is at Dereham Junior. When things go well and behaviour is good or over and above, this will be recognised publicly.

When dysregulated behaviour occurs, the person concerned will be spoken to as privately as possible. Dysregulated behaviour is always addressed and there is always a consequence for it, but we do not 'publicise' it or administer immediate or arbitrary punishments as this is proven counterproductive and serves only to escalate an already difficult situation.

If consequences are logical, given as privately as possible and explained, pupils are more likely to learn from their mistakes. Furthermore, they are more likely to learn and acquire internal discipline<sup>1</sup> rather than rely on external discipline<sup>2</sup> to make sure their behaviour is satisfactory.

The next section outlines what we do to foster good and over and above behaviour as well as the consequences for difficult and dangerous behaviour at different times during the school day.

## Behaviour during lesson time

### Celebrating good and 'over and above' behaviour:

**The Recognition Board (RB)** - Every class has a Recognition Board that displays an expected behaviour for the classroom. All behaviours listed relate directly to our code – 'Be Respectful, Be Safe, Be Ready.'

Use of the Recognition Board:

- One behaviour is a focus for the day and the reason for this choice is explained
- If a pupil is seen demonstrating this, it is publicly acknowledged and their name is moved onto the RB
- Once a pupil is on the RB, their name stays on there for the rest of the day
- During the day, time will be given for children to nominate their peers

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<sup>1</sup> This is understanding behaviour - sometimes referred to as self-regulation particularly within EYFS. If this is taught and learnt, it results in long-term change.

<sup>2</sup> This is when behaviour is controlled, often by imposition of rules and punishments that suppress difficult behaviour. Any change in behaviour will only short term and will not be maintained when the suppression is lifted.

- There is a collective ‘Whoop!/Kerching!/Yeah!’ when everybody’s on the board. This is a real achievement
- Each day starts afresh.

As there is no physical ‘reward’ when everyone is on the Recognition Board, no one misses out if they are not on.

**Going ‘over and above’** – Good behaviour is expected at Dereham C of E Junior Academy; the aim is to strive for behaviour that is over and above. When this behaviour is observed:

- It will be made high profile. For example, the class may be stopped so all can be made aware of it
- Why it is over and above will be referred to explicitly: *‘What Holly just did in collecting all of those brushes by herself, has saved me a lot of time and effort. That is really over and above, Holly, and it means we are ready for the next session. Thank you, that is fantastic!’*
- Reference to how it relates to ‘Be Respectful, Be Safe, Be Ready,’ will be included (above)
- It does not have to relate to the focus behaviour on the Recognition Board.

Focusing on behaviour that is over and above creates an immediate, positive shift in expectations.

**Positive Note** – The Positive Note is the top recognition of great behaviour and takes the form of a message sent home to parents/carers on a postcard. Positive Notes are:

- Sent sparingly – only one or two a week (some weeks there may be none sent home)
- Given when children have gone over and above on a number of occasions in a week
- A chance to frame the excellent behaviour that has been observed
- To be ‘advertised’ in the classroom. They are prized and something to aspire to.

Positive Notes are not given for an isolated incident of *good* behaviour or for behaviour that is ‘good for him/her’. Awarding a Positive Note for something less than is expected from everyone else is not fair on pupils who behave well all the time or for those who frequently go over and above and still don’t get a Positive Note.

### Responding to dysregulated/harmful behaviour:

All adults in school will respond to dysregulated behaviour during lesson time in a **consistent** manner:

| STEP |             | RESPONSE   |
|------|-------------|--|
| 1    | Reminder    | <ul style="list-style-type: none"> <li>• A reminder is given referencing which of the three rules (R,S,R) is not being adhered to.</li> <li>• Delivered privately wherever possible – specifically use the phrase: <i>‘This is a reminder.’</i></li> </ul>   |
| 2    | Caution     | <ul style="list-style-type: none"> <li>• Pupil is made aware of which rule has not been adhered to (R S R) and it is made clear that they should think carefully: <i>‘This is a caution. Think carefully about your next step.’</i></li> <li>• Delivered privately where possible.</li> </ul>  |
| 3    | Time Out    | <ul style="list-style-type: none"> <li>• Time Out can be outside the classroom, in another classroom, at the side of the field/hall (PE)</li> <li>• It is a few minutes for the pupil to calm down, breathe, look at the situation from a different perspective and compose themselves. Timers are to be used as this will help self-regulation</li> <li>• This also provides time for the adult to consider their next move.</li> </ul> <p><i>It is not used as:</i></p> <ul style="list-style-type: none"> <li>• An extended exclusion from the lesson (10 minutes maximum) or as a means of sending the pupil for someone else to ‘deal with’.<sup>3</sup></li> </ul> |
| 4    | Consequence | <ul style="list-style-type: none"> <li>• The child will be required to work in another classroom for the remainder of the session (AM/PM)</li> <li>• They are sent with work to complete on their own and escorted, if necessary, by the TA</li> <li>• The incident is recorded on our system and the class teacher contacts parents/carers.</li> </ul>  |

<sup>3</sup> Sending a pupil to someone else to ‘deal with’ sends a clear message that staff cannot cope with the existing behaviour. It is imperative that the adult responding to the behaviour ‘picks up their own tab’. If appropriate, when meeting with the pupil later this can be alongside another colleague, but the colleague is an observer and is not to take ‘control’. This is particularly pertinent for people covering classes.

|   |               |   |
|---|---------------|---|
| 5 | <b>Repair</b> | <p>It is vital that the child is spoken to at some point after the consequence, as this is the opportunity to teach expected behaviour. This may be:</p> <ul style="list-style-type: none"> <li>• A quick chat at break time/lunchtime/after school</li> <li>• The opportunity to explain the impact their behaviour has on you, them and the others</li> <li>• This prepares the pupil for the return to the classroom after the consequence.</li> </ul> |
|---|---------------|---|

After each of the steps 1 – 3, the pupil concerned should be given a brief amount of take up time (2 minutes). This acts almost as a period of amnesty and avoids escalating things too quickly when both the adult and pupil may be feeling a little less calm.

If, in response to intervention from an adult at any point from steps 1 – 4, a pupil leaves the classroom without permission or refuses to leave the classroom as instructed, adults will not ‘press’ the situation. In these instances, the incident will still be recorded on the school spreadsheet and step 4 will still take place when the situation is suitably calm.

Certain behaviours in the classroom may result in accelerating from step 1 to step 4, without the intervening steps. This may include:

- Physical assault of another person
- Swearing or other inappropriate language including racist or homophobic name calling/abuse<sup>4</sup>
- Serious rudeness towards adults.

In each of these instances, the reason for escalating to step 4 needs to be explained and parents will still be notified.

## **Behaviour during playtime and lunchtime**

### **Celebrating good and ‘over and above’ behaviour:**

The vast majority of pupils’ behaviour at playtime and lunchtime is good and even better. This behaviour needs to be celebrated and clearly recognised. To this end, staff on duty will:

- Respond to the over and above behaviour as they would in the classroom (see page 3 ‘Going over and above’)
- Report behaviour that is over and above to the pupil’s class teacher via the use of a signed Golden Ticket. The class teacher will then acknowledge this behaviour ‘publicly’ in the classroom. The child keeps the Golden Ticket to take home and is sent to write their name on the display board in the hall.

This consistency is very important and promotes the fact that good and better behaviour is expected everywhere in school. Furthermore, it needs to be recognised that great behaviour outside can also contribute to a Positive Note.

### **Responding to dysregulated/harmful behaviour:**

When difficult or dangerous behaviour is observed by staff on duty – teachers, TAs and MSAs – they are expected to respond in the same manner as adults would during lesson time:

- Address the children calmly and only use a raised voice to alert people to danger or to draw attention
- Privately/one to one wherever possible.

The same stepped structure used in the classroom can be applied to playtime and lunchtime. Again, some behaviours may result in accelerating to step 3 or 4, in fact this may be more likely on the playground/field than in the classroom due to the nature of the activities undertaken.

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<sup>4</sup> If a pupil is a victim of this, they will also need to be spoken to. A senior member of staff will also need to be informed so that they can help the relevant member of staff follow up the incident.

If step 3 is reached, time out is immediate. The duty teacher/member of staff will instruct the pupil to take ‘time out’ immediately (step 3). This could be in the form of:

1. Standing/sitting at the side of the playground or field (not sent in)
2. Walking and talking with the duty teacher who observed the behaviour.

If step 4 is reached, the consequence should be as immediate as possible. A suggested list of consequences to behaviours are in the table below:

| Behaviour   | Logical Consequence  |
|---|--|
| Swearing at someone   | Child spoken to about swearing outlining how behaviour is unfair to those that hear it (not <b>respectful</b> ).<br><i>Pupil sent in (Deputy's/Head's office/Hall) for the remainder of the playtime/lunchtime.</i>  |
| Physical Violence   | Child spoken to about physical violence outlining how behaviour is not <b>safe</b> .<br><i>Pupil sent in (Deputy's/Head's office/Hall) for the remainder of the playtime/lunchtime.</i>  |
| Vandalism   | Child spoken to outlining how behaviour is not <b>respectful</b> and is spoiling everyone's environment.<br><i>Pupil sent in (Deputy's/Head's office/Hall) for the remainder of playtime/lunchtime. Child to assist with repairs/cleaning up where possible.</i>   |
| Racist or homophobic abuse                                  | Child spoken to about racist or homophobic language outlining how behaviour is hurtful and unfair to victim and others that hear it (not <b>respectful</b> ).<br><i>Pupil sent in (Deputy's/Head's office/Hall) for the remainder of the playtime/lunchtime. SLT made aware and respond according to policy in terms of recording and informing parents.</i> |
| Rudeness to staff including refusal to respond/running away | Child spoken to about rudeness outlining how behaviour is not <b>respectful</b> .<br><i>Pupil sent in (Deputy's/Head's office/Hall). If pupil is running away, class teacher made aware at end of playtime/ lunchtime and Miss next playtime if they do not have a SIP. Restorative conversation needed and an apology to 'victim' of rudeness.</i>          |
| Bullying  | Refer to policy. Unlikely to be an isolated incident.  |

In any of the above step 4 instances:

- It is a logical consequence the child is sent in to the school as the behaviour is either unsafe or disrespectful and no other children should be subject to experiencing this
- Record the incident in the behaviour spreadsheet. This is the duty teacher's responsibility if it takes place at playtime. However, if at lunchtime, MSA will inform class teacher/SLT for them to record
- Ensure incident is reported to the class teacher of the pupil so they are aware and can contact parents/carers.

After being further investigated, further consequences that are logical and relate to the behaviour displayed may take place in addition to the immediate steps 3 and 4.

### Involving someone else

Occasionally, dysregulated/harmful behaviour may occur towards the end of a playtime or lunchtime, during transitions or at times when a teacher may be unable to respond immediately as they are with other children. In these instances, there are two possible responses:

- Teacher 'postpones' the necessary discussion as it is now time to learn. This can be used if the pupil has already regulated their behaviour and is in a position to return to the class and continue/start their learning
- The TA will explore the incident further away from the classroom (outside the classroom or walking and talking). The aim of this conversation is to help the pupil regulate their behaviour so they can return to class.

After these conversations further consequences may be put in place, but again, they must be logical (relate to the behaviour incident) and will be arrived at through discussion with the class teacher.

Someone else will only be involved if neither the teacher nor TA can respond to it – this will not happen very often.

## Pupils' conduct outside of school

DfE guidance states that the school may choose to act on behaviour issues beyond the school grounds, under specific circumstances. These include:

- When children are taking part in a school organised activity – a trip, visit or sporting competition
- When travelling to or from school
- When wearing school uniform
- If they pose a threat to a pupil.

Where the school decides to follow this course of action, staff will consider the possible consequences when back on the school premises and will always involve parents/carers.

## Gathering the data together

At the end of the school week, the data collated on the school spreadsheet is analysed. In addition to this, a senior member of staff carries out a more detailed analysis at the end of every half term. The primary purpose of these analyses is to spot any patterns and identify any procedures for us to improve and amend. It also helps identify if any further training is needed to support pupils and staff.

Analysis of data also helps inform if a collaborative conversation with parents/carers of individual pupils might be beneficial in order to further support the pupil. Furthermore, findings from data is discussed with the relevant teachers and may lead to further conversations with other members of staff:

- Year Leaders – to discuss involvement in potential academic interventions in the year group (to catch up)
- Pastoral Workers – to discuss possible involvement in therapeutic interventions such as Thrive and Lego Therapy
- SENCo – to discuss any potential educational needs that may be leading to dysregulated behaviour
- Deputy or Head Teacher – to explore other avenues if dysregulated/harmful behaviour is persistent.

Data regarding behaviour is routinely reported to the academy's governors and the academy trust – DNEAT.

## Support and Intervention Plans (SIPs)

For the majority of pupils, our behaviour expectations are easily adhered to and the children routinely go 'over and above'. For some, though, daily life in school can be a challenge and they may frequently display behaviours that are dysregulated or harmful. We work very hard to provide these few individuals with support so they can learn how to behave in a more pro-social way. These pupils may require a Support and Intervention Plan (SIP).

Numerous adults are involved in writing SIPs, including the class teacher, TAs, the SENCo, pastoral workers and sometimes, other members of the Senior Leadership Team (SLT). SIPs detail extra information regarding how staff should respond to behaviours and what we expect from the children for whom the SIP is written. These are shared with parents and carers of the pupil and the pupil themselves.

This extra level of support is needed in order to ensure that everybody has the chance to succeed.

## Exclusions

Dereham C of E Junior Academy is a fully inclusive school that welcomes all children and families. Its primary purpose is to ensure that children make good or better progress academically and are as **ready** as possible to contribute **respectfully** and **safely** to wider society to the best of their abilities. However, despite our school's best endeavours to include children in a fully rounded education, a child's persistent dysregulated or harmful behaviour can result in a fixed term or permanent exclusion.

Reasons for fixed term or permanent exclusion can be:

- Physical assault against a pupil or adult
- Verbal abuse/threatening behaviour against a pupil or adult
- Bullying
- Sexual misconduct
- Drug and alcohol related incidents
- Damage
- Theft
- Persistent disruptive behaviour.

Thankfully, these behaviours are very rare and while this list is not exhaustive, we take great care to consider each incident in isolation. We strongly feel that the best place for a child is in our school and will only consider exclusion if all other avenues have been exhausted.

## Use of Reasonable Force

As outlined in the Department for Education's guidance: 'Use of Reasonable Force – Advice for headteachers, staff and governing bodies' (July 2013), all staff in school are lawfully allowed to use 'reasonable force' to guide or restrain pupils should it be deemed necessary.

All staff are trained in the use of physical intervention<sup>5</sup> and should the need for more *restrictive* physical intervention (RPI) be deemed necessary, further training will be delivered. The use of RPI is very rarely required.

If restrictive physical intervention has taken place or it is viewed as possibly being necessary for a particular pupil, a SIP will be created for that pupil where it is clearly stated that RPI may need to be used.

This would only be needed if a pupil is at risk of causing significant harm. Harm is defined as:

- Harm to self
- Harm to other
- Damage to property
- Loss of learning (for others).

## Norfolk Steps (Step on)

All DJA staff who have regular contact with children are trained according to the 'Norfolk Steps (Step On)' programme. Simon Dack (Deputy Head) is trained as a Steps Tutor. He completes yearly refresher training and has regular supervision with the course leaders should it be required. Simon Dack delivers refresher training every two years for those staff that have already received the full training and trains new staff when they are appointed.

While 'Norfolk Steps' does include training on Physical Intervention and basic Restrictive Physical Intervention (Step On) and further Restrictive Physical Intervention (Step UP) techniques, it's primary function is to encourage a therapeutic approach to behaviour in school. Many of the terms used in this policy derive from the school's Steps training and the restorative and therapeutic approach to behaviour we advocate.

Using consequences instead of punishments; fostering an ethos built on praise rather than one on 'public' shaming; learning and being taught pro-social behaviours rather than reacting only to the 'bad'; de-escalating and disempowering dysregulated and harmful behaviour rather than giving it more fuel, are all key components of 'Steps' and are instrumental in everything we do. For more information on this, please feel free to make an appointment with Mr Dack or your child's class teacher.

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<sup>5</sup> See appendix 4 for DJA procedures for 'Physical Intervention' and 'Restrictive Physical Intervention'.

# Anti-Bullying Policy (please also look at DNEAT policy)

Bullying is completely unacceptable.

In order to respond to bullying, it is crucial that staff are made aware of the details as soon as possible. Often, victims of bullying may be worried that disclosing it to an adult at school may make things worse. This is not the case. Although it may take time, only by addressing bullying thoroughly can things be resolved.

## Definition of bullying

In order for bullying to be stopped, it is crucial that the school community (children, staff and parents) must first understand what it is. Although there is no **legal** definition of bullying, one definition is:

*Repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.*

A key word in the above definition is '**repeated**'. Bullying is not an isolated one-off incident, no matter how unpleasant, offensive or hurtful that may be. Often, when bullied, it may also be difficult for the 'victim' to defend themselves – there may be an imbalance of power including more than one person displaying the bullying behaviour.

## Bullying behaviours

These can include:

**Physical assault** – any REPEATED use of violence including inappropriate touching (can be sexual)

**Name-calling** – REPEATED racist and homophobic or other name calling, sarcasm, spreading rumours

**Emotional/Teasing** – REPEATEDLY excluding someone, tormenting or pretending to talk about someone

**Making threats** – REPEATED bribery and blackmailing, threats of violence including to victim or family

**Cyber** - REPEATED use of electronic communication via mobile phone or online to deliberately upset someone, e.g. abusive phone calls and texts, website creation, chatrooms, instant messaging and social networking sites.

## Response and consequences to bullying

### Response to bullying

In order for bullying to stop, school staff need to know.

All children are encouraged to talk to someone if they are a victim of bullying. It may be difficult for them to talk to a member of staff, but they may be more inclined to talk to a friend or family member. Once disclosed, it is important that the person who has been told inform the school. Having details about incidents of bullying and reassuring the victim that informing school is the right thing to do is incredibly helpful. Once the school is informed, they will:

- Listen to the victim and/or the person that disclosed the bullying
- Discuss possible ways to resolve the situation taking into consideration the 'victims' preferred process. How the victim may prefer this to be resolved may not be possible – they will be made aware of this
- Reassure the victim that school takes this very seriously and will investigate thoroughly
- Investigate thoroughly, talking to relevant people involved in a sensitive manner
- Keep the victim and their parents/carers informed.

## **Consequences of bullying behaviour**

The consequences for bullying behaviour will depend upon the severity of the bullying and this can only be ascertained through thorough investigation. The consequences can range from a restorative meeting to exclusion, so great care is taken to gain all the facts.

In addition to the decided consequences, parents/carers of the perpetrators will also be informed and the incidents will be recorded on the school's system (see 'Gathering the data' pg 6). This ensures that all relevant people in the perpetrator's life are clear about what has happened and evidence is recorded which can be referred to at a later date if necessary. Repeated bullying by an individual or group will result in further, more serious consequences.

## **Final statement**

All staff are committed to making sure that Dereham C of E Junior Academy is an excellent place to learn and grow. Communicating our behaviour policy to all is central to school life and staff will do all they can to make their pupils' school a place that is always, **Respectful, Safe and Ready**.

## Appendix 1 – SCRIPTS

### The Restorative Meeting/Conversation Script

The Restorative Meeting requires planning.

The meeting can be conducted while, walking and talking or engaging in a collaborative activity like Lego, Play-Doh or a jigsaw for example. This makes it less pressured or forced. Enough time needs to be given over to the meeting (15 minutes although it may only last 10) and the adult's time needs to be completely dedicated to the pupil, they are not to be distracted by other things or people.

#### The Script

Try and remember 'The Restorative 5':

1. **What Happened?**
2. **What were you thinking at the time?**
3. **How were you/Archie feeling?**
4. **How did this make people feel?** (*onlookers, classmates, adults who saw it*)
5. **How might we make things better for Archie/you/Mrs Teacher?** (*don't push for an apology*)

It's key to remember these 5, but additional questions could include:

- **What can you do to help put this right?**
- **How can we make it ok for you to play safely?**
- **What could you do differently next time?**
- **What do you think Archie/Mrs Teacher might need?**

### The De-escalation Script

When a pupil is behaving in a difficult or dangerous way and they may appear very upset, intervention is needed.

Using a set script has been proven to work and help de-escalate feelings at that most difficult of times.

The de-escalation 5:

1. **Individual's name**
2. **I can see something has happened**
3. **I am here to help**
4. **Talk and I will listen**
5. **Come with me and...**

**Appendix 2 – Positive Note**

Postcards that are sent home to acknowledge and celebrate behaviour that is ‘Over and Above’:



## Appendix 3 – Behaviour Spreadsheet

This spreadsheet is saved in Public on the school server. Incidents are logged when behaviour reaches Step 4 or 'Time Out' is required at playtime or lunchtime.

| Behaviour Log - Autumn Term 2018 |         |          |       |  |                     |   |                                       |                             |
|----------------------------------|---------|----------|-------|--|---------------------|---|---------------------------------------|-----------------------------|
| Date                             | Surname | Forename | Class | Behaviour Code -<br>Rea/Res/Safe<br>B = Bullying | Location -<br>C/P/L | Reason/Behaviour  | Consequence                           | Parents<br>contacted<br>Y/N |
| 3.9.18                           | Smith   | John     | 6     | Rea/Res  | C                   | Arrived late from the doakroom and then refused to listen and start work. Received reminder, caution and last chance. | Time out in Mr Jones' class - 10 mins | Y - By phone on 3.9.18      |
|                                  |         |          |       |  |                     |   |                                       |                             |
|                                  |         |          |       |  |                     |   |                                       |                             |
|                                  |         |          |       |  |                     |   |                                       |                             |
|                                  |         |          |       |  |                     |   |                                       |                             |
|                                  |         |          |       |  |                     |   |                                       |                             |
|                                  |         |          |       |  |                     |   |                                       |                             |

This sheet is monitored weekly and analysis is completed every half term.

## Appendix 4 – Physical Intervention and Restrictive Physical Intervention – DJA Procedures

All staff who come into contact with the children in our school have undergone Steps Training provided by an accredited tutor (Simon Dack – Deputy Head). Part of this training focuses on Physical Intervention (PI) and Restrictive Physical Intervention (RPI) where staff are taught appropriate techniques.

### Definitions

PI – Any form of appropriate touch where no element of restriction is in evidence. For example, compliant hand-holding, supportive hug, fist bump, hand on the shoulder, hair ruffle, etc.

RPI – Any kind of appropriate physical act that significantly restricts the movement of a pupil.

### When they are used

PI – To provide comfort (for example, compliant hand-holding or supportive hug) or to acknowledge positive behaviours and pupil successes (fist-bump, hand shake, supportive hug, etc)

RPI – When the pupil is at risk of causing ‘harm’. All staff have been trained to identify harm as being the following:

1. Significant harm to self
2. Significant harm to others
3. Significant damage to property
4. Causing significant loss of learning.

If any of the above 4 harmful behaviours are taking place, any trained member of staff is allowed to employ RPI which is ‘reasonable, necessary and proportionate’. This is only used as a last resort and:

‘Any restrictive intervention must be based on an assessment that intervention is likely to cause less harm than not intervening.’ – *BILD – Restraint Reduction Network training Standards 2019*.

### What are our procedures for when we employ RPI?

RPI is only ever used as a last resort; after all other trained de-escalation techniques have been exhausted and after a dynamic risk assessment has resulted in a member or members of staff feeling that significant harm is being caused.

Where possible, we endeavour to make sure that 2 adults are present during any RPI. This is not always possible if the harm being caused is immediate. However, our preferred procedures are:

1. The concerned member of staff or an alternative contacts KS or SD via internal phone. If neither is answering, a staff member should physically go to find them. LH or DP are alternatives
2. Both members of staff make a dynamic risk assessment and decide if RPI is required<sup>6</sup>
3. One member of staff leads RPI while the other observes and is prepared to support or take the place of the other if needed
4. Both members of staff adhere to our ‘*safety (from harm) not destination*’ approach. This means that as soon as the risk of harm has been negated, RPI stops.

### Recording Incidents

If RPI is used, a ‘Record of Harm’ form is completed. Any staff involved, record RPI techniques that have been used as well as the restorative procedures that are used to ‘repair’ the situation.

Once RPI has been used for a pupil and it is viewed that this may be needed again in the future, a Support and Intervention Plan (SIP) will need to be created for that pupil on which it must be stated that RPI may be used.

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<sup>6</sup> As mentioned above, there may not be time for this if the risk of harm is immediate and significant. In these instances RPI may need to be performed by 1 person.