



MANOR FARM COMMUNITY INFANT SCHOOL

BEHAVIOUR, USE OF RESTRAINT AND ANTI-BULLYING POLICY

PART ONE - BEHAVIOUR

Aim

Manor Farm Community Infant School will endeavour to provide an environment where academic, social, physical and aesthetic values allow all the pupils to develop, grow in confidence and fulfil their potential.

The School's ethos promotes a friendly, supportive atmosphere where pupils feel valued and are able to grow in confidence and self-esteem.

Manor Farm Community Infant School sees that the behaviour policy is the responsibility of every member of staff, parent/carer and pupil to maintain a consistent approach to behaviour management throughout the school. Training is provided for new staff with regard to our behaviour policy and practice. Families who are new to the school are made aware of this policy and also the 'Golden Rules' (see Appendix C) which are included in the home/school communication book.

At Manor Farm Community Infant School, we place great emphasis on values which support our behaviour policy by allowing children to reflect on their own behaviour and understand how their choices can impact others.

Expectations

Staff

It is expected that all staff are good role models in the areas of:

- Relationships between adults
- Relationships between children and adults
- Manners
- Dress code
- Providing a classroom environment that promotes inclusive learning e.g. welcoming, organised, engaging well planned lessons

Pupils

It is expected that all pupils follow the 'Golden Rules' and show respect and consideration by:

- Saying "please" and "thank you" when appropriate
- Speaking politely to everyone
- Opening doors
- Waiting to speak and not interrupting others in conversation
- Caring for their environment

- Respectful use of school property
- Being sensitive and respectful to the needs of others
- Being honest
- Walking around school, not running
- Moving quietly and calmly around the school
- Remaining silent when requested to do so
- Taking pride in their school uniform and general appearance

Reward for Positive Behaviour

It is important to have an agreed system of rewards in which great emphasis is placed on the positive aspects of praise and reward. Manor Farm Community Infant School recognise that good behaviour is based upon consistency, respect and mutual understanding. Rewards for positive behaviour are monitored and reviewed to ensure consistency. Praise highlights good behaviour and encourages positive self-esteem. Praise can be used to encourage both academic and social behaviour. The aim of all staff is to catch the children being good and giving immediate praise which may take form in the following ways:

1. The recognition of good behaviour with a smile or a comment that directly acknowledges this is a reward in itself.
2. Stickers (including rainbow and star) will be given as a recognition of effort, achievement, courtesy and consideration.
3. House points will be awarded as a recognition of effort, achievement, courtesy and consideration. Children will receive certificates on receipt of 10 house points and when they receive 20 house points they will display their own apple on the 'Together we Grow' tree in the main reception area so all can see and celebrate. If a child reaches the total of 100 house points in a year, a card from the Headteacher will be sent home to parents / carers to celebrate this achievement. Totals for each house will be counted and shared in a weekly celebration assembly.
4. A recognition board is displayed in each class with the aim of each class achieving the focus of the week
5. Giving responsibility e.g. register monitor, school council
6. Pupils are given the opportunity to show their work, of which they are proud of, to other children and/or adults. This maybe displayed in the classroom or shared in assembly.
7. A pupil should be sent to the Headteacher for an exceptionally good piece of work, effort or behaviour.
8. Parents maybe informed of and shown examples of exemplary work and behaviour. Positive behaviour is reported to parents informally throughout the year and formally at Parents Consultation evenings and in the end of year written report.

Response / Consequence for Negative Behaviour

Negative behaviour is deemed as any that has, or is likely to have, a negative effect on the individual or community e.g. anti-social behaviour including inappropriate language, disturbing others which interferes with the child's own learning, the learning of others or the teacher 'teaching'. It also includes child-on-child abuse as well as any behaviour which can be considered dangerous.

Consequences have three main purposes:

1. Impress on the offender that what they have done wrong is unacceptable and that they have made a wrong choice.
2. Deter them from repeating the behaviour.
3. Signal to others that the behaviour is unacceptable and deter them from behaving similarly.

Physical intervention by staff may be used to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person including the child him/herself' (Education Act 1996). On an occasion where the use of restrictive physical intervention is appropriate, for example if a student is hurting herself/ others or likely to do so any intervention used will always be reasonable, minimal in proportion to the circumstances of the incident and absolutely necessary and will seek to avoid injury to the child. The preferred restrictive physical intervention approach is 'Step Up' and appropriate staff are trained on this approach. Similarly, the Headteacher and authorised staff may use such force as is reasonable given the circumstances to conduct a search for prohibited items. Any statutory or government policy change may apply, with immediate effect, to this policy.

Consequences

A child should always be given the opportunity to regain his/her control and therefore it is necessary to avoid confrontation wherever possible. The following 'course of actions' are to be adhered to by all staff.

In order to avoid confrontation, we follow these steps:

1. Warning

The child should be firstly given a warning and the consequences of inappropriate behaviour should be explained. The child should be given a chance to change his/her behaviour.

2. One/Five minutes Time Out

If this or other inappropriate behaviour recurs or persists, a child may be given 'time out', in the class, in another class, at playtime or at lunchtime to consider his/her behaviour and regain his/her self-control and concentration. 'Time Out' could be initially for two minutes or a time deemed appropriate considering the nature and severity of the inappropriate behaviour and the child's age. At playtime, 'time out' may be walking round with the teacher on duty or sitting on the bench or in the corridor outside the office considering how they can make things right. Instances of hitting, kicking etc should mean immediate time out with no warning.

3. Sent to another member of staff

If the inappropriate behaviour continues, then the child may be sent to another teacher in another class. This can be for a varied amount of time depending on the severity of the situation.

4. Sent to the Head Teacher/Senior Leader

On further recurrence of inappropriate behaviour, the child will be sent to the Head Teacher, Deputy Head teacher or a Senior Leader. When the child is calm, a discussion

will take place between the adult and child based on the restorative record sheet to identify what happened, how the child was feeling, who has been affected, how we can make this right and what have we learned from this. The follow up to this conversation will be to make appropriate apologies and understand a further consequence e.g. missed playtime. The class teacher or senior leader will make a phone call home to inform parents. The child may return to join the rest of the class on the condition that he/she behaves appropriately. A record of this will be made so that careful monitoring is in place.

5. Parents Meeting

If a pattern of serious behaviour persists, the parents will be invited to school to discuss how best to resolve the situation together. The Class Teacher and Head Teacher/member of SLT will also discuss the implementation of a system of support.

6. Suspension

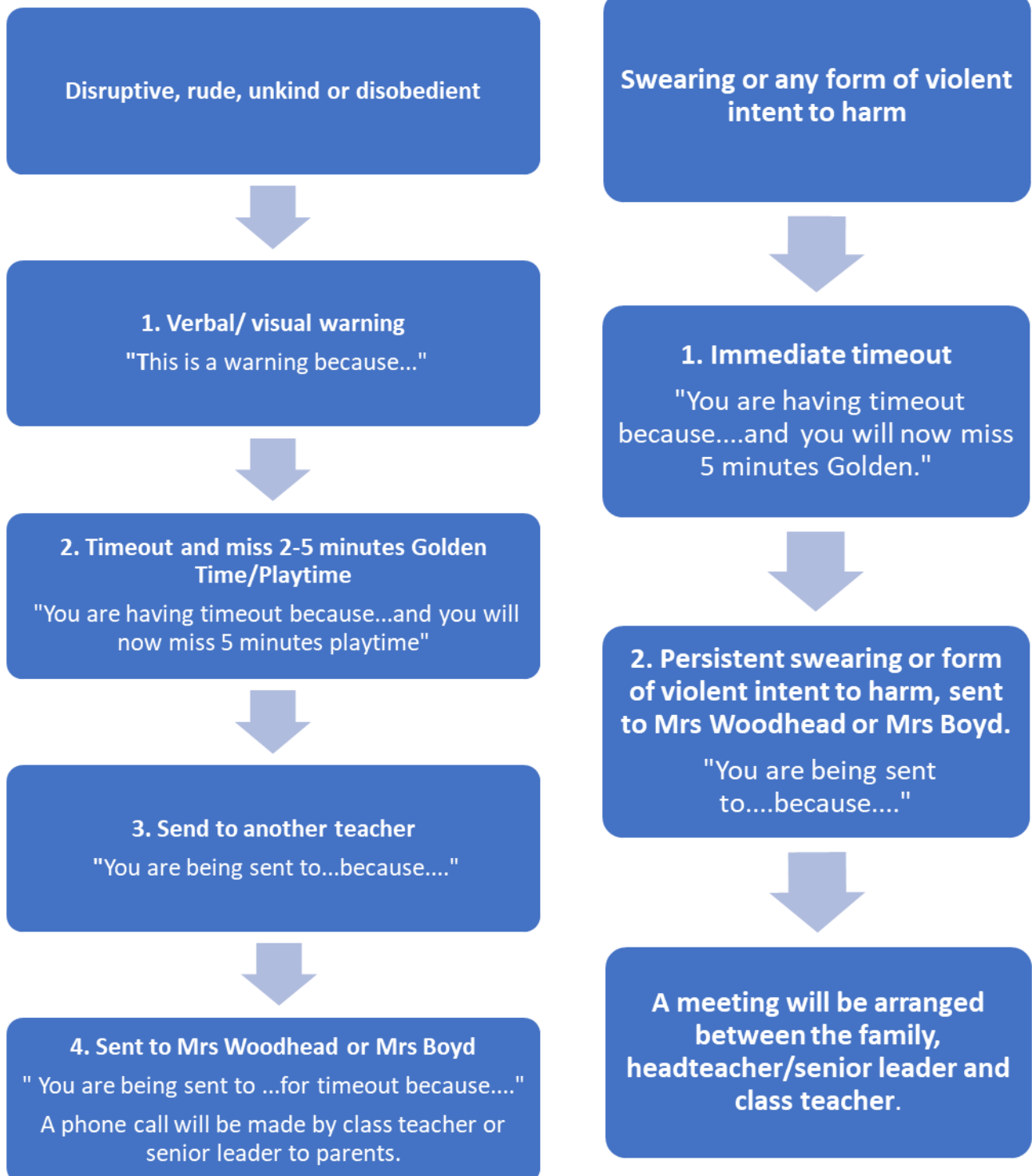
1. Suspension will be used only in the most serious cases of negative behaviour.
2. The Headteacher will meet with the pupil and parent to review the behaviour prior to a decision being made.
3. Parent will make arrangements for the supervision of their child during school hours for the duration of the suspension (where this is not possible the pupil will be isolated until such time that arrangements are in place).
4. The Governing Body and the Local Authority will be informed of the decision and the reasons for this. Information regarding this decision will be kept on the child's school record.
5. Parents will be informed in writing of the decision, including information about their right of appeal. An appeal meeting will be held as per the guidance in Local Authority and National guidance/ legislation.
6. Following the suspension a re-entry meeting will take place with the Headteacher, pupil and parent; at this point a Positive Behaviour Plan will be set up.
7. A child can be excluded for fixed term periods up to 45 days in any academic year. The Governors Disciplinary Committee must hold a meeting for any fixed term exclusion totalling six days or more.

Permanent Exclusion

1. The decision to permanently exclude a child may be made as the result of a one-off serious incident or as the result of repeated lower level behaviours.
2. The Headteacher will meet with the pupil and parent to review the behaviour prior to a decision being made. A meeting with relevant staff and the Chair of Governors will also take place prior to a final decision.
3. The Governing Body and the Local Authority will be informed of the decision and the reasons for this. Information regarding this decision will be kept on the child's school record.
4. Parents will be informed in writing of the decision, including information about their right of appeal.
5. An appeal meeting will be held as per the guidance in Local Authority and National guidance/ legislation.

Behaviour Consequences

What type of inappropriate behaviour has been demonstrated?



PART TWO – THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

Introduction

The Education and Inspections Act 2006 provides the legal basis for policies on use of reasonable force and physical restraint in schools. This policy has been written using guidance issued by the Department for Education in July 2013 for governing bodies, Head Teachers and school staff in all schools.

Schools are advised that they should NOT have a “No touch” policy, because there are many occasions when to touch or physically handle a pupil is perfectly appropriate and to not do so could amount to a member of staff not fulfilling their duty of care to a pupil. The first part of this policy addresses the issue of reasonable force and the final part concludes with highlighting examples of where physical handling or touching a pupil is appropriate. The examples do not provide a definitive list.

1) Objectives and Principles:

The Head Teacher and Governors have a responsibility to maintain the safety of pupils and staff. There is a responsibility to prevent serious breaches of school discipline and to prevent serious damage to property. This policy should be communicated to all staff, pupils and parents.

As all members of school staff are authorised by law to use force, the school does not have a no-contact policy. We are, however, committed to the principle that force and restraint should only be used in a reasonable way and when all other means of resolving issues are deemed to be inappropriate.

We recognise that force in schools is generally used for two different purposes:

- a) To control: control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil’s path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back)
- b) To Restrain: When members of staff use “restraint” they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

What is reasonable force?

The term “reasonable force” covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

FORCE is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

REASONABLE means using no more force (i.e. the minimum) than is needed in the circumstances.

At all times 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 injuring the pupil.

2) **Minimising the Use of Force:**

At Manor Farm Community Infant School , we aim to create a calm and orderly environment that minimises the risk of incidents arising that might require the use of force. This is done in a number of ways:

- Using resources including Social and Emotional Aspects of Learning to teach pupils how to manage conflicts and strong feelings
- Ensuring staff are aware of de-escalation techniques to manage conflict if it does arise
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
- Having up to date and regularly reviewed risk assessments and positive handling plans for individual pupils

3) **Who may 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. It can also apply to people whom the school management team has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Types of incident where an adult in charge of children has a responsibility to intervene and which may entail the use of force are given as:

- Where there is imminent risk of injury to the child or to others
- Where there is imminent risk of significant damage to property
- Where a pupil is compromising good order and discipline

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

4) **Deciding Whether to Use Force:**

Staff should only use force when:

- The potential consequences of not intervening are sufficiently serious to justify considering use of force
- The chances of having the desired result by other means are low
- The risks associated with not using force outweigh those of using force.

Some situations where reasonable force might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils
- To prevent a pupil causing deliberate damage to property
- To prevent a pupil causing injury or damage by accident, by rough play, or by the misuse of dangerous materials or object
- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so

- To prevent a pupil behaving in a way that seriously disrupts a lesson
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visits

It is unlawful to use force as a punishment and staff should not do this under any circumstances.

Staff will be kept informed about, and advised how to deal with, pupils who present particular risks to themselves. These pupils should have an individual risk assessment and individual behaviour plan that determines the likely triggers for undesirable behaviour and the effective ways to manage such pupils. See Appendix B.

If a pupil is suspected of having a weapon or any other dangerous object and is likely to resist a search, staff should alert the office staff and call the police to deal with the situation.

5) Using Force:

Any staff using force or restrain to control a pupil should only use the minimum force necessary to achieve the desired result.

It is our policy that:

- In any situation a child is given an oral warning that force may have to be used if the situation or behaviour being dealt with persists. This should be done clearly and calmly in language the child can understand.
- Staff should, wherever possible, not use force unless or until another responsible adult is present to support, observe and call for assistance.

Any force used should aim to bring about a swift conclusion to a situation but also ensure there is minimal risk of any injury to the child.

6) Staff Training

The Headteacher will ensure that all staff, as part of their induction to the school, are aware of their responsibilities in relation to the School Policy on the Use of Force.

All staff are made aware of the policy on the use of force and restraint with a particular focus on when, where and how force and restraint may reasonably be used and the way such incidents should be recorded.

Selected staff will be trained in Step Up and Step On and where appropriate these members of staff will be requested to restrain pupils as necessary.

7) Recording Incidents:

Any use of force or restraint must be recorded on the attached form Appendix B. This form must be completed as soon as practicable after the incident and handed to the Head Teacher by the end of the working day on which the incident occurred.

If, after receiving the report of an incident where physical intervention has occurred, where the Head Teacher considers the school's guidelines have been seriously breached and that further investigation is warranted, the incident should not be pursued, but action in accordance with Child Protection procedures must be taken.

On occasions, it may not be necessary to make a written account; for example, a teacher who intervenes by stepping between two pupils who appear about to strike another, but who has minimal physical contact with either pupil and from which the situation is quickly diffused.

Other possible actions following an incident:

- In the event of physical restraint being necessary on more than one occasion, it would be appropriate to include positive handling advice in the child's Individual Education Plan (IEP). It is also necessary to compile an individual risk assessment in discussion with all staff, parents and any relevant outside agencies.
- In the case of a child with a statement of educational needs, there will be opportunities to address issues of challenging behaviour at annual review meetings and an interim review organised in exceptional circumstances.
- Looked-After Children will have a Personal Education Plan which features planning and strategies to address challenging behaviour, where appropriate.

Risk Assessments

The historical pattern of the frequency and severity of any incidents will help to inform decisions about requirement for staff training.

There is also a need for individual risk assessments where it is known that physical restraint is more likely to restrain a particular child. This may include children whose Special Education Needs (SEN) and/or disability is associated with extreme behaviour.

An individual risk assessment is also essential for pupils whose SEN and/or disabilities are associated with:

- a) Communication impairments that make them less responsive to verbal communication
- b) Physical disabilities and/or sensory impairments
- c) Conditions that make them fragile, such as hemophilia, brittle bone syndrome or epilepsy;
- d) Dependence on equipment such as wheelchairs, breathing or feeding tubes.

Positive Physical Handling

As mentioned in the introduction, this school does not have a no-touch policy because there are times when staff could breach their duty of care towards the pupils if they were not prepared to physically handle pupils.

Examples of where touching or handling a pupil might be proper or necessary:

- a) Holding the hand of a child at the front/back of the line when going to assembly or when walking together around the school
- b) Comforting a distressed pupil
- c) Greeting, congratulating or praising a pupil
- d) Guiding a pupil, for example in demonstrating how to use a musical instrument or in the use of a paintbrush or woodwork tool
- e) Supporting a child in safely performing an exercise (e.g. forward rolls, handstands, vaults) in games
- f) Tagging in chasing or territorial games where the teacher may be the chaser/tagger
- g) Administering of first aid.
- h) A child distressed by the fire alarm, may need to be carried or supported out of the building.

Some children, especially younger ones or those with Special Educational Needs may also need help with their personal care, for example:

- a) In changing clothes for games lessons
- b) Changing wet or soiled clothing after outdoor play
- c) Toileting support

The need for such support in school age pupils will generally, but not necessarily always, be identified in a child's Individual Educational Plan or Statement of Special Educational Need.

Other relevant policies

Child protection policy

8) Reporting Incidents

The school acknowledges it has a duty to report to parents if there has been a significant incident where a member of staff has used force or restraint on a pupil. Once an incident is recorded and passed to the Head Teacher who will make a decision about whether the incident is deemed as significant within 1 working day.

If the use of force or restraint is seen to have been significant it must be reported to parents by either the Head Teacher, Deputy Head Teacher or Class teacher. Ideally this will be by telephone and will occur as soon as possible after the incident. Families should be given access to a copy of this policy.

If there is any concern that reporting the incident could lead the child being put at risk of harm, the incident should be passed immediately to the Child Protection Officer who should liaise with the Local Authority and/or Social Services.

9) Post Incident Support

If there is any injury to the child as a result of the use of restraint or force, first aid and medical assistance should be sought immediately. Staff and pupils should be given appropriate emotional support.

Any member of staff who has been assaulted may decide to report the incident to the police or seek advice from their professional association

We will ensure that there is clear follow up and use of sanctions, in line with the behaviour policy, to the poor behaviour of the pupil concerned.

We will work to help the pupil and staff involved to rebuild a productive working relationship so, where appropriate, they may resume professional contact.

12) Searching, screening and confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

10) Complaints and Allegations

If a specific allegation is made against a member of staff the school will follow the guidance set out in *Safeguarding Children and Safer Recruitment in Education*.

Other complaints should be dealt with according to the school complaints procedure.

11) Monitoring and Review

The Head Teacher will give a termly report to the Full Governing Body on the use of force and restraint.

This policy will be reviewed alongside the School Behaviour Policy in a cycle determined by the Governing Body.

PART THREE – ANTI-BULLYING

Introduction

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Bullying can include: name calling; taunting; mocking; making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through websites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

Bullying related to race, religion or culture.

Bullying related to special educational needs.

Bullying related to appearance or health conditions.

Bullying related to sexual orientation.

Bullying of young carers or looked after children or otherwise related to home circumstances.

Sexist or sexual bullying

Cyber bullying.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school:

Preventing, identifying and responding to bullying

We will:

Work with staff and outside agencies to identify all forms of prejudice-driven bullying.

Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.

Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.

Train all staff, including lunchtime staff and part time staff, to identify bullying and follow school policy and procedures on bullying and behaviour.

Actively create 'safe spaces' for vulnerable children and young people.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the

bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services or the pupil referral unit.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Date of Approval and Adoption by the Governing Body: November 2024

Review Date: November 2025

Appendix A: MFIS Behaviour Risk and Reduction Plan

Known motivators and activities that likes to do:	Activities that does not like to do:

Internal and medical factors that may influence the way	feels and behaves:

Any additional information that may influence the way	thinks, behaves or communicates:

Slow triggers: these may increase the risk and contribute to the occurrence of challenging behaviour but may not necessarily result in challenging behaviour in isolation:

Fast triggers: events that take place just before challenging behaviour occurs and have an immediate effect:

High risk situations/activities:

Proactive Strategies: What do we need to do on a daily basis to enable to maintain positive behaviour? Include personal preferences e.g. in relation to environment, interaction and communication:

Praise points: Three opportunities to positively reinforce appropriate behaviour:

Topography of challenging behaviour: describe what the behaviour looks/sounds like:

Early warning signs: what are the signs that behaviour/anxiety is escalating:

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Early intervention strategies and responses - highlight and then describe the implantation of effective de-escalation, diversion, diffusion strategies that support to remain calm:

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Crisis behaviour - describe what behaviour may display when in crisis:

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Reactive intervention and responses – describe the supportive strategies that will keep safe when in crisis:

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Post incident support – describe the supportive strategies that enable to recover and re-engage in activities:

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De-brief – describe the de-brief procedures that will support to evaluate and change behaviour:

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Recording and Reporting

Manor Farm Community Infant School :

Parent:

Other:

Strategies that have been SUCCESSFUL in the past:

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Strategies that have NOT been successful in the past and should NOT be used:

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Appendix B: Incident Record Form

Details of pupil on whom force was used – name, class, and any SEN, disability or other vulnerability

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Date, time and location of incident

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Names of staff involved (directly or as witnesses)

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Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons

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Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used

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Reason for using force and description of force used

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Any injury suffered by staff or pupils and any first aid and/or medical attention required

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Debrief

Follow up, including post-incident support and any disciplinary action against pupils

Any information about incident shared with staff not involved in it and external agencies

When and how those with parental responsibility were informed about the incident and any views they have expressed

Has any complaint been lodged (details should not be recorded here)?

Report compiled by	
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Name and role	
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Date	
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Report countersigned by	
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Name and role	
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Date	
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Please Note: The names of pupils should be removed before the completed form is sent to parents and the names of members of staff should only be included with their consent.



The Golden Rules

We are kind and show good manners by listening, saying please and thank you and helping each other.

We listen to adults without interrupting and follow instructions carefully.

We walk around the school quietly and sensibly.

We are honest, we always tell the truth.

We work hard and try our best.

We look after property, we do not waste or damage things.