



Pupil Behaviour & Anti-Bullying Policy

September 2024

POLICY NO. 56

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GOVERNOR RESPONSIBLE: Governing Body

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1. Introduction

- 1.1. Chadsgrove School is a happy and harmonious learning community where staff and pupils feel safe and secure. The school is characterised by a calm and purposeful environment underpinned by relationships built on mutual respect. Our expectation is that all pupils and staff will behave in an appropriate and socially acceptable way. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning. Emphasis should always be on promoting the behaviour that we want our pupils to exhibit.

2. Chadsgrove Behaviour Principles

- 2.1. The following principles form the basis of this policy
 - Every pupil has the right to feel safe, valued and respected and to learn in an environment that is free from disruption from others.
 - All pupils, staff and visitors are free from any form of discrimination.
 - Staff, Governors and Volunteers set an excellent example to pupils at all times.
 - Rewards are used consistently by staff in line with this policy and sanctions are applied where necessary.
 - Pupils are helped to take responsibility for their actions.
 - When behaviour incidents do occur these are addressed in partnership with families to foster positive behaviour for all pupils.
- 2.2. Physical intervention/reasonable force is used only as a last resort to maintain the safety and welfare of pupils.
- 2.3. With this rationale, Chadsgrove aims to promote a happy, friendly, calm and safe environment. Any form of bullying or misbehaviour can threaten the status quo and thus must be checked and dealt with promptly. The value of friendship must be emphasised and pupils are encouraged to appreciate the difference between child on child abuse (bullying) and simply 'falling out'. Ultimately, any form of behaviour that causes upset or distress within the school will be responded to in an appropriate, respectful and coherent manner.
- 2.4. All pupils, through School Council, have had the opportunity to contribute to the values of the school which are displayed at the front of school, in classrooms and around the building.

3. Roles and Responsibilities

The Governing Body

- 3.1. The Governing body will review this policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the staff to account for its implementation through Governor visits, addressing any concerns raised with Governors and reports to Governors.

The Head Teacher

- 3.2. The Head Teacher is responsible for reviewing this policy along with the SLT ensuring that behaviour principles are being upheld.

Behaviour Lead

- 3.3. The behaviour lead will monitor behaviour incidents via CPOMs, produce termly reports for the Head Teacher, refer pupils to the Early Help team when required, support staff with the development of Behaviour Strategy Plans (plans that do not include restrictive physical

intervention) and Risk Reduction Plans (plans that include the use of restrictive physical intervention) and monitor and plan behaviour training for staff.

School Staff

- 3.4. All staff are expected to report behaviours incidents on CPOMs in a timely manner and within 24 hours where restrictive physical intervention has been used. See Appendix 1

4. Pupil Behaviour at Chadsgrove School

- 4.1. Pupils at Chadsgrove are expected to behave reasonably at all times. Standards of acceptable behaviour arise from example, guidance, common sense, awareness of the needs of others, respect, co-operation, honesty and trust. The wide age range of ability and maturity of pupils at Chadsgrove needs to be taken into account when considering expectations and discipline. It is also important to investigate possible contributory factors to misbehaviour e.g. changed home circumstances, medication, specific disability etc. Democratically drawn up 'Class Rules' establish peer group standards and respect.
- 4.2. Although it is reasonable for pupils' behaviour to be more relaxed at lunch times, anti-social behaviour will not be tolerated. This is also true for travel on the daily school transport. Lunchtime superintendents and minibus passenger assistants and drivers can expect full support from the Head Teacher and other school staff. It is important that inappropriate behaviour is responded to promptly, preferably when behaviours are initially manifested.
- 4.3. In general, when a pupil's behaviour falls short of acceptable standards, the class Teacher or member of staff directly involved at the time will intervene with clear explanations and instructions. If sanctions seem fair to the pupil they will respond more positively, e.g. completion of work during break if misbehaviour in class causes delay.
- 4.4. Should a pupil require a quiet space they will be reminded of appropriate areas in school such as the Soft Play Room, Phonics Resource Room and the Post 16 'Chill Out' areas. Where appropriate, pupils are encouraged to spend some time in quiet spaces to support their well-being. If pupils are in control of their behaviour, require a bit of space and we are confident with our knowledge of them and their behaviours, they may use these rooms alone with regular check-ins from staff. During check-ins staff will either go into the room or monitor from a distance through an open door or a viewing panel in the door. Staff will be able to see the pupil at all times. Should the rooms be used for pupils who are not in control of their actions, staff will either be in the room with the pupil or observing from the viewing panel in the door if this is deemed in the best interests of the pupil and the safest action. For example a pupil may wish to throw the soft equipment around in the soft play room to reduce their anger/anxieties. Pupils will also be encouraged to be outside in the fresh air if this is safe to access for them and for others.
- 4.5. Behaviour incidents are reported to the behaviour lead via CPOMs (See Appendix 1)

5. Behaviour Management Strategies

- 5.1. All staff can support all pupil behaviour by:
- Being mindful of the quality of relationships with each other
 - Reflecting and being committed to continuously improving provision

- Reflecting with parent carers and other professionals so that they are well informed and have insight and understanding of each pupil's individual needs
- Using appropriate strategies that have been put in place to support self-regulation skills
- Observing, gathering and analysing data on behaviour to ensure that interventions are personalised and planned according to the individual needs of the pupils
- Working closely with the pupils, parent carers, and other professionals
- Investing time and allowing safe spaces and opportunities for pupils to practice skills, make mistakes and learn, develop and grow

5.2. This can be achieved by:

- A variety of individualised and accessible modes of communication
- Clear and realistic expectations
- Consistently applied rules and boundaries
- Routines
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

6. Rewards and Sanctions:

6.1. Positive behaviour will be rewarded through:

- Praise
- Assemblies
- House merits
- Letters, emails and phone calls home to parent carers
- Certificates and awards at the end of term assemblies

6.2. Sanctions include:

- Verbal reminders
- Sending a pupil out of the class
- Work to be completed at home or break time
- Referring pupils to a senior member of staff
- Letters, emails or phone calls home to parent carers

6.3. All pupils will be treated with respect and the reward or sanction will be appropriate to their level of understanding.

7. Pupil Supervision

7.1. We expect all pupils at Chads Grove to be properly supervised by an adult whilst at school, travelling to or from school, or on school trips or residential visits.

7.2. The school takes its responsibility of acting in loco parentis extremely seriously. The level of supervision will inevitably be related to the activity in progress and the age, maturity, degree of and physical disability

7.3. Whilst a classroom lesson is in progress, a Teacher or a TA4 will be present, except for very brief periods – e.g. to answer a telephone or deal with an emergency query. It is expected that a Teaching Assistant will be present to supervise the group during these brief absences

dependent on level of need. For more extended, unavoidable periods, another Teacher should be informed of the Teacher's absence and one or two Teaching Assistants should be delegated to supervise the group if a Teacher is not readily available.

- 7.4. In some instances, dependent on level of pupils' need, a Teaching Assistant may be regularly timetabled to work with a group of pupils, after discussion with a Teacher.
- 7.5. No pupil should be left in school prior to 9.00 a.m. by minibus passenger assistants or parent carers unless by prior arrangement with the Headteacher. Usually, school staff are not available until this time because of the daily staff briefing.
- 7.6. During morning break times, a designated member of staff will patrol the areas of school where pupils are taking breaks.
- 7.7. During dinnertime Teaching Assistants complete a duty either assisting with feeding, personal care or supporting lunchtime superintendents with pupil supervision. Superintendents and Teaching Assistants assume responsibility from the end of the meal until afternoon school starts at 1.30pm.
- 7.8. The Headteacher, Deputy Headteachers or Assistant Headteachers are 'on call' during this time and other members of staff will assist in an emergency should this be necessary at this time. Teaching staff assume responsibility for the pupils at 1.30pm but are expected to vacate the staff room by 1.25pm to facilitate this.
- 7.9. At the end of the afternoon pupils are either ushered into the hall or wait in their respective classes for their minibus passenger assistants or parent carers to collect them. The passenger assistants assume responsibility for the pupils embarking the buses (and disembarking the buses in the mornings) and on the journeys to and from school. Staff are on duty in the hall, in classrooms, in Early Years and at the main entrance.

8. Reasonable Force

- 8.1. Teachers and other persons authorised by senior staff who are in charge of pupils may use reasonable force to prevent pupils:
 - Causing injury to themselves or others
 - Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
 - Causing disruption by engaging in behaviour, which is seriously prejudicial to good order and discipline
 - Causing significant damage to property
- 8.2. Reasonable force has no legal definition but:
 - Staff must take into account the circumstances of the incident, including the developmental level and physical characteristics of the pupil
 - The degree of force must be proportional to the seriousness of the situation, behaviour or consequences it is intended to prevent, and always be the minimum force needed
- 8.3. Force could not be justified for a trivial misdemeanour or a situation that could be resolved without it

- 8.4. Everyone has the right to self-defence, provided they do not use a disproportionate degree of force
- 8.5. The use of physical force as a punishment is always unlawful
- 8.6. Restrictive Physical Intervention will only be used in exceptional circumstances and as a very last resort if a pupil's behaviour could not be controlled with other approaches.
- 8.7. Physical intervention will not continue longer than necessary, as soon as it is safe to do so the physical intervention will be gradually relaxed.
- 8.8. Wherever possible the presence of another member of staff is advisable if physical intervention has to be used.
- 8.9. If a pupil is determined to leave the premises Teachers may:
 - Use their physical presence to obstruct the exit and to remonstrate with the pupil
 - Use appropriate physical intervention to prevent the pupil from leaving if in serious danger of injuring themselves or others
- 8.10. Any incident involving the use of physical intervention should be immediately reported verbally to the Headteacher, or in her absence, the Deputy Headteacher. This should be followed by a written report of the incident on CPOMs and completion of the Team Teach Log Book within 24 hours
- 8.11. Please refer to the Restrictive Physical Intervention Policy No.71 for further information.

9. Restricting Liberties

- 9.1. At Chadsgrove School pupils should never be:
 - Deprived of food or drink
 - Denied access to the toilet
- 9.2. At Chadsgrove School pupils, with the exception of Post 16 pupils should never be:
 - In a room alone without support and supervision
- 9.3. In exceptional circumstances a pupil may be secluded in a safe space to reduce overall risk to themselves or others. Wherever possible, there should always be a least two adults present and a senior member of staff must be notified immediately.
- 9.4. If a pupil is secluded, the incident will be fully recorded and shared with parent carers.

10. Child on Child Abuse

- 10.1. Child-on-child abuse is behaviour by an individual child or group of children, intending to physically, sexually or emotionally hurt another child or group of children.
- 10.2. Children can abuse other children. All staff should be aware of safeguarding issues from child-on-child abuse including:
 - Emotional harm and bullying (including online bullying)

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals
- Teenage relationship abuse
- Gang activity

- 10.3. It is essential that all staff at Chadsgrove School understand the importance of challenging inappropriate behaviours between children that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (Keeping Children Safe in Education 2024).
- 10.4. Child-on-child abuse can be motivated by perceived differences e.g. on the grounds of race, religion, gender, sexual orientation, disability or other differences. It can also result in significant, long lasting and traumatic isolation, intimidation or violence to the victim.
- 10.5. All staff should recognise that all children, including those with special educational needs and disabilities, are capable of abusing other children.
- 10.6. Staff at Chadsgrove School are expected to:
- Make it clear to children that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
 - Not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
 - Challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- 10.7. At Chadsgrove School, staff ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently in order to reduce the extent of harm to the child, including their emotional and mental health and well-being as well as ensuring physical safety. School staff, alongside the Designated Safeguarding Lead, have to make their own judgements about each specific case and should use this policy in addition to the specific policy dealing with child-on-child abuse (Policy Number 72) to help.

11. Accusations against School Staff

- 11.1. Chadsgrove School is mindful of the position of trust that staff are in when working within an education setting. School staff recognise this and acknowledge that it could be considered a criminal offence to abuse that trust. Chadsgrove School acknowledges that allegations may be made against a member of staff, contractor or volunteer. The school will respond robustly when concerns are raised or complaints made as it recognises that this promotes a safer environment and it seeks to learn from complaints and comments. The school will take action and seek to resolve the concerns in a timely way, keeping people informed as to progress wherever possible.

- 11.2. Please refer to our Safeguarding Policy (Policy Number 73) for more information on responding to allegations of abuse. The Headteacher will consider the pastoral needs of staff accused of misconduct.
- 11.3. Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this Policy.

12. Self-Injurious Behaviour

- 12.1. Some pupils, especially those with Profound and Multiple Learning Difficulties (PMLD), may sometimes harm themselves by actions such as biting or hitting themselves. At Chads Grove, these behaviours are always treated as a form of communication; staff will endeavour to discover why the pupil is behaving in this way. For example, pupils with PMLD, or other specific conditions, may self-harm in order to gain sensory stimulation, in order to avoid certain situations that are difficult for them or in order to gain attention or to request something.
- 12.2. Staff will restrain pupils where necessary, in order to keep them safe and to prevent further harm, then attempt to support the pupil in accessing their personal well-being strategies to calm them and change their behaviour.

13. Confiscation and Searching

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

Confiscation

- 13.2. Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. Prohibited items include:
 - Knives
 - Weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco products
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person including the pupil
- 13.3. The school will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parent carers, if appropriate.

Searching a pupil

- 13.4. Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

- 13.5. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.
- 13.6. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
 - In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
 - It is not reasonably practicable for the search to be carried out in the presence of another member of staff
- 13.7. When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept. At Chads Grove, this record would be kept on CPOMS
- 13.8. If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) or member of the Senior Leadership Team who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.
- 13.9. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or if the pupil has agreed.
- 13.10. An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.
- 13.11. Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need for a search
 - Assess whether not doing the search would put other pupils or staff at risk
 - Consider whether the search would pose a safeguarding risk to the pupil
 - Explain to the pupil why they are being searched
 - Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
 - Explain how and where the search will be carried out
 - Give the pupil the opportunity to ask questions
 - Seek the pupil's co-operation
- 13.12. If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Headteacher (or Deputy) to try and determine why the pupil is refusing to comply.
- 13.13. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

- 13.14. The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for any other items.
- 13.15. The authorised member of staff may use a metal detector to assist with the search.
- 13.16. An authorised member of staff may search a pupil's outer clothing, pockets and possessions. Outer clothing includes:
- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
 - Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

- 13.17. Possessions means any items that the pupil has or appears to have control of, including bags.
- 13.18. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.
- 13.19. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.
- 13.20. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

- 13.21. The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
 - If they believe that a search has revealed a safeguarding risk
- 13.22. All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMS).

Informing Parent Carers

- 13.23. Parent carers will always be informed of any search for a prohibited item. A member of staff will tell the parent carers as soon as is reasonably practicable:
- What happened
 - What was found, if anything
 - What has been confiscated, if anything
 - What action the school has taken, including any sanctions that have been applied to their child

Support after a Search

- 13.24. Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

- 13.25. If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip Searches

- 13.26. The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.
- 13.27. Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.
- 13.28. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.
- 13.29. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and Record-Keeping

- 13.30. Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parent carers to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parent carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).
- 13.31. The pupil's parent carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.
- 13.32. For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others. One of these must be the appropriate adult, except if:
- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
 - The appropriate adult agrees
- 13.33. If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.
- 13.34. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.
- 13.35. The appropriate adult will:
- Act to safeguard the rights, entitlement and welfare of the pupil

- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

13.36. Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a Strip Search

13.37. After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

13.38. As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

13.39. Staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

13.40. Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

14. Recording and Reporting

14.1. Well-kept records are essential to good practice. All staff are clear about the need to record and report concerns about any child or children within the school. The record should include the child's words as far as possible and should be timed, dated and signed. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies

14.2. All behaviour incidents are reported within 24 hours of the incident on CPOMS, and where restrictive physical intervention is used this is also recorded in the Team Teach Log Book.

14.3. CPOMS behaviour entries are monitored by the behaviour lead via automatic alerts.

14.4. All information and actions taken, including the reasons for any decisions made, will be fully documented on CPOMS.

14.5. Behaviour incidents across the school are analysed every half term by the behaviour lead and shared with the Headteacher and governing body through reports

15. Working in Partnership with Parent Carers

15.1. Parent Carers are kept informed about any behaviour and associated actions recorded on CPOMS. We seek parent carer views and invite parent carers to attend meetings where information and strategies need to be discussed.

- 15.2. Behaviour Strategy Plans and Risk Reduction Plans are shared with parent carers. Teachers endeavour to get plans signed by parent carers, and in particular, when the plan has strategies for physical intervention.

16. Suspensions and Permanent Exclusions

- 16.1. We would never want to suspend or permanently exclude any pupil from school, but sometimes this may be necessary.
- 16.2. The school adheres to the Statutory Guidance '[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)', [2012 – updated in September 2023](#). We refer to this guidance in any decision to suspend or permanently exclude a pupil from school.
- 16.3. Where a pupil is suspended or permanently excluded, a letter will be sent to parent carers explaining the process of the exclusion.

17. Training

- 17.1. Staff receive Level 1 Team Teach training from the 'Positive Behaviour Support Team' (PBST). A list of trained staff is held centrally on the single central record. Staff are free to contact the company at any time to ask for support and guidance. The school pay for this service through a 'Service Level Agreement'.

18. Linked Policies

- 18.1. The following policies should be read in conjunction with this policy
- Restrictive Physical Intervention Policy No.71
 - Manual Handling Policy No.49
 - Safeguarding and Child Protection Policy No 73
 - Child on Child Abuse Policy No 72

19. Monitoring of the Policy

- 19.1. This policy will be reviewed on a yearly basis and monitored on a regular basis by the Headteacher.

Appendix 1

What to do if a pupil presents with behaviour that is challenging

If a pupil is known to have behaviour that is challenging a Behaviour Strategy Plan (BSP) or Risk Reduction Plan (RRP) will be in place and accessible on the shared drive. Always follow the guidance on the plan to ensure consistency across our staff team.

Always report when a pupil presents with behaviour that is challenging. This enables the behaviour lead to do a termly behaviour analysis to highlight any pupils of concern.

Follow the guidance below to report incidents correctly.

Did the incident require a member of staff to use Team Teach?

NO

YES

1. Report on CPOMS selecting the behaviour incident category
2. Communicate the incident to Parent Carers of all pupils involved
3. Inform any staff working with the pupil so they are aware

1. Report on CPOMS selecting the behaviour incident category
2. Fill in the Team Teach (Red) Log Book
3. Communicate the incident to Parent Carers of all pupils involved
4. Inform any staff working with the pupil so they are aware

Always Report the Following.....

1. Pupils name
2. Date and time of the incident
3. Brief details of the incident and any reasons why this might have happened
4. If first Aid was required state who, what and by which first aider
(Staff to report any harm/injury in staff accident/incident book)
5. How the incident has been reported to Parent Carers
6. Any other relevant information you feel is required

If a Team Teach technique is used the incident must be reported in the RED Team Teach Log Book located in the main office. The book must be kept in a locked cabinet. If you enter an incident into the book you must give the book to either Bec Gayden or Deb Rattley to be signed so they can return it back to the locked cabinet after the incident and before the end of the day.