

# Surrey Hills All Saints

## Primary School



## Behaviour Policy

SHAS is committed to safeguarding and promoting the well-being of all our children, and expects our staff and volunteers to share this commitment.

Nominated Lead Member of Staff:	Assistant Headteacher
Policy Approved by:	LGC
Review Cycle:	Annual
Review Date:	Autumn 2021

## **A Whole School Approach**

Our Behaviour Management Policy is characterised by particular emphases on

- the development of self-control and self-discipline
- the need to manage feelings in a way that enables positive choices to be made
- the consequences of actions – both positive and negative

It is based on the principles of restorative justice and uses restorative approaches at the heart of its philosophy.

### **The aims of this policy are:**

- to support the way in which all members of the school can live, work and learn together in a supportive way thus creating an environment where everyone feels happy, safe and secure.

- to support the school community in aiming to allow everyone to work together in an effective and considerate way.

- to help children to grow and learn in a safe and secure environment, enabling them to become positive, responsible and increasingly independent members of the school community.

- to promote good relationships, so that children can work together with the common purpose of helping everyone to **learn**.

- to prevent bullying and to regulate pupil's conduct.

## **Core Values**

Surrey Hills All Saints Primary School has an agreed set of school expectations set out in the Core Values poster. These are displayed clearly around the school on both sites. The poster highlights the behaviour expectations of pupils at the school. The children are also involved in developing their social and communicative skills through the curriculum especially the PSHE framework and the Rights Respecting Principles:

### **Our core values:**

- We love
- We believe
- We aspire
- We respect
- We are responsible

## **Expectations**

*It is an expectation of Surrey Hills All Saints Primary School that every member of our school community feels valued, respected and safe.*

*It is an expectation that **all** employed adults in the school community, regardless of their role, take responsibility for managing the children's behaviour and supporting their understanding of making the right choices in this context.*

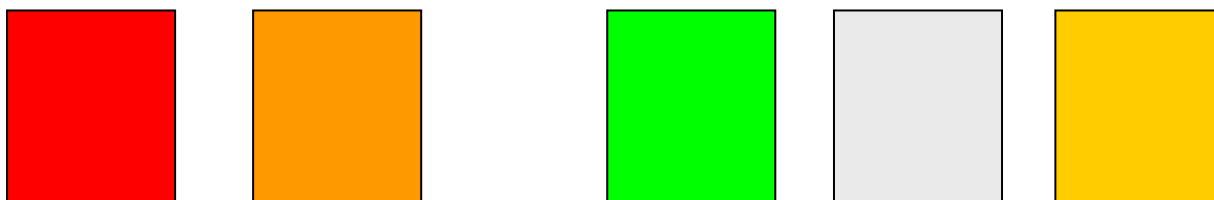
*It is an expectation* that all staff, when celebrating positive behaviour and addressing inappropriate behaviour, use the language of 'choice' with the children. This is to help children realise that they have a choice of behaviours – positive or negative - when involved or reacting to different situations.

*It is an expectation* that challenging behaviour is managed in a positive, productive way. **Adults shouting at children is unacceptable.** It is understood that staff managing behaviour in this way will be open to their own development and accept support in developing a wider range of behaviour management strategies.

*It is an expectation* that every adult in school sees themselves as a role model in terms of managing their own and others' behaviour. Therefore it is understood that adults in our school always behave in a calm, assertive way.

*It is an expectation* that all members of the community support the aims of this policy by implementing it with rigour and consistency in all areas of school life. It is understood that all adults in school must support the needs of all pupils and enabling them to be treated with respect and fairness.

### **Whole School Behaviour Policy: Stay On Green**



### **Overview**

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who regularly follow the rules are noticed and rewarded.

The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class and individual reward system.
- Least intrusive approaches are used to manage behaviour.
- Teaching of specific behaviours and routines.

### **Why Positive Behaviour Management?**

**Praise is the most powerful form of influencing children's behaviour.**

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help

them develop the strategies to make appropriate choices. We also need to help children to recognise when they have made poor choices and help them to put this right using restorative approaches.

Our aim at Surrey Hills All Saints is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and self-control are the foundation of all learning, and without a calm, orderly atmosphere, effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

### **Pupil tracking**

Incidents of red pupil behaviour must be recorded on the online CPOMS system. The CPOMS system alerts phase leaders and SLT to behaviours of concern to ensure focused provision for pupil support and to allow the tracking of unwanted behaviour and to identify patterns in such behaviour. Regular tracking via CPOMS will ensure that patterns of behaviour are identified within specific pupil groups and can be addressed immediately.

### **Vulnerable Pupils**

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

Surrey Hills All Saints will support vulnerable pupils through:

- Individual Education and /or Behaviours Plans
- Pastoral Support Programmes e.g. ELSA and social skills sessions
- Support from the Home School Link Worker and Surrey Specialist Teachers.

As a school we recognise that at times of transition, some pupils may need intervention to ensure a smooth move in to their new class. Additional support will be arranged and discussed with parents/carers.

In the extreme, if all the above fails to resolve behavioural issues, we would have to reluctantly start exclusion procedures.

### **Lunchtime Behaviour Monitoring**

It is important, that all children have an enjoyable and successful lunchtime. We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour, both in the lunch hall and in the outdoor environment.

Children learn by example. Midday Supervisors have a responsibility in setting a good example as well as ensuring that the rules are followed.

Positive lunch hall and outdoor play behaviours will be rewarded through the house point system, house token system, along with verbal praise. Midday supervisors should reward positive behaviour by giving a child/group of children a coloured token to place into their house jar. This in turn will

feed into the house point reward system. A reward for the house with the most tokens will be given half termly.

If inappropriate behaviour occurs, a verbal warning should first be given, with clear instructions as to why this has happened and what the expectation is. If this continues, time out should be given. If there is still a concern following this, then the class teacher, phase leader, member of SLT should be consulted.

All incidents of poor behaviour at lunchtime should be recorded in the lunchtime supervision behaviour monitoring file. It is the responsibility of the lead supervisor to alert teachers to these incidents so they can be recorded via the CPOMs system. Class teachers and SLT will then be able to consider this behaviour alongside classroom conduct and identify any patterns and triggers.

Regular CPD will be delivered to ensure that staff continue to develop their practice and behaviour management strategies.

### **Managing Behaviour**

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed. A risk assessment/ strategies will be implemented in order to support where necessary.

### **Peer on Peer abuse**

Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children. While a clear focus of peer on peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority. For more information, please refer to the Safeguarding and Child Protection as well as the anti-bullying policy.

### **Fixed-Term and Permanent Exclusions**

We do not wish to exclude any child from school, we are a fully inclusive school, however sometimes it may be necessary. The school will follow the DfE guidelines with regards to the exclusion procedure. We recognise the legislation from 1 September 2017, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day six of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent and child a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents/carers immediately giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA Trust and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. It is not required but is good practice to inform the LA about any length fixed-term exclusion.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to discuss exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decide that a child should be reinstated, the Headteacher must comply with this ruling.

Exclusion, fixed term or permanent will only be used as a final sanction. The school will follow the DfE guidelines with regards to the exclusion procedure. Exclusion will only happen:

- in response to serious breakdown of the school's Behaviour Policy,
- once a range of alternative strategies as detailed below have been followed;
- if allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or of others in the school.

#### **Power of Members of Staff to Use Force**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE: 'The Use of Force' 2010 and the Surrey County 'Touch and the Use of Restrictive Physical Intervention' when working with children and young people' January 2010. Staff only intervene physically to restrain children presenting a risk in order to prevent injury to another child/children, adult or if a child is in danger of hurting him/herself. The actions that we take are in line with government and county guidelines on the restraint of children. Positive touch training will be delivered regularly to staff and, if appropriate, key members of staff will attend MAPA training.

#### **Searching, Screening and Confiscation**

**Searching:** School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item as outlined in Appendix F.

**Confiscation:** School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

**Screening:** Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils. Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

*DfE guidance Jan 2018*

#### **Dealing with issues beyond the school gate**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may address inappropriate behaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

For more information, see the school's Anti-Bullying Policy.

### **Allegations**

We have a duty to take any allegation of misconduct against a member of staff seriously and ensure we follow the GST policy. Referrals to the Local Authority Designated Officer (LADO) will be dealt with using GST procedures.

### **Support Systems for Individual Pupil Needs**

If there is a persistent problem, the Class Teacher and Inclusion Leader will draw up an Individual Behaviour Plan or Pastoral Support Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues, we will work together with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties, the school will provide targeted pastoral support or mentoring by adults or peers.

### **Monitoring and Evaluation**

We will monitor and evaluate the effectiveness of this policy annually.

### **Communicating the Behaviour Policy**

The Behaviour policy is circulated to parents and staff and discussed with pupils annually. The purpose of this is to share our common goals of achieving good behaviour in school.

### **The Role of the LGC**

The Local Governing Committee has the responsibility of setting down general guidelines on standards of discipline and behaviour and of reviewing the effectiveness of the policy. The LGC support the Headteacher in carrying out the policy.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher to implement the Behaviour policy consistently throughout the school and to report to the governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and wellbeing of all children in the school.

The Headteacher supports the staff by implementing the policy and encouraging high standards of behaviour. The Headteacher keeps records of all serious incidents of misbehaviour and has the responsibility for fixed term and permanent exclusions when appropriate.

### **The Role of Surrey Hills All Saints Staff**

All teachers are aware that good classroom organisation is linked to good behaviour. Teachers at Surrey Hills All Saints Primary School are positive, enthusiastic and are expected to have high expectations of both learning and behaviour. Teachers contribute to the Open Door policy for parents/carers and deal with their concerns in a timely, respectful, sympathetic and professional manner involving senior staff as appropriate. It is the responsibility of the class teacher to ensure that the Core values are upheld in their class and that their class behaves in a responsible manner during lesson time.

It is the responsibility of all Surrey Hills All Saints staff to support the teachers and SLT to ensure that the Core values are upheld by all children and that the children behave in a responsible manner both in and out of the classroom environment.

### **The Role of Parents**

Parents have a vital role to play in their children's education. We are very conscious that we need to develop positive partnerships with parents as they are crucial in promoting and maintaining high standards of behaviour. Parents are all asked to sign a home/school contract to support this relationship.

We will work with parents where the behaviour of a child is cause for concern. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and if the concern remains they should contact the LGB.

We expect parents to behave in a reasonable and civil manner towards all school staff. Incidents of verbal or physical aggression to staff by parents or carers of children in the school will be reported to the **Headteacher, who will take appropriate action.**

***This policy acknowledges the school's legal duties with regards safeguarding and supporting pupils with SEN/D, as stated in the Equality Act 2010.***

**This policy will be reviewed by staff on an annual basis.**

Appendix A - How behaviour is managed in the classroom

Appendix B - Reflection sheets

Appendix C - Acceptable forms of touch/physical intervention

Appendix D - Green Point Reward activity examples

Appendix E - Strategies to promote and reward positive behaviour

Appendix F - Prohibited items

Appendix G - Red behaviour examples

Appendix H - Covid-19 Addendum Guidance



## **Appendix A: How Behaviour is Managed in the Classroom**

### **Green behaviours**

The school staff will work to promote 'green behaviours' at every opportunity.

School assemblies provide a focal point for talking about and reinforcing aspects of school ethos.

Regular assemblies will revisit what is meant by 'green behaviours' and what this will look like.

Class teachers will discuss 'green behaviours' with their pupils and ensure that the schools Core values and Stay on Green behaviour charts are displayed and used consistently. Class Teachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.

### **Rewards**

#### **Individual**

The following colours are positive reinforcement:

**Green** Praise and green points to contribute towards the whole class reward.

**Silver** Silver sticker.

**Gold** Gold sticker and the child is sent to a member of the SLT.

#### **Whole Class**

The class will work together towards a whole class reward through collecting green points. These points will be rewarded if the pupil is still on green at the end of each day (Key Stage 1 and 2) or half day (Reception). 'Green time reward' should be a special activity which should not detract from learning time. See Appendix C for examples of Green Point special rewards. The target green points total will be decided within a phase and will be dependent on the age of the children. A running total will be displayed on the green points target card and amended daily.

House Points can be rewarded by all members of Surrey Hills All Saints Staff and, where appropriate, by school prefects. Children are encouraged to work together as a house team to gain the most number of house points and a reward will be given half termly. Examples of what house points may be given for: polite manners, being kind to another child, helping an adult, a positive piece of work. House points should never be removed once rewarded.

In class, all staff working within the classroom are responsible for ensuring positive behaviour at all times. CPD will be delivered regularly for all staff to support with positive classroom management strategies. Appendix D outlines examples of strategies to promote and reward positive behaviour.

### **In-class Consequences**

- Teachers use least intrusive skills to redirect behaviour.
- If they decide to move a child's name to the orange or red card they must be clear with the pupil about what they are doing, and what the pupil can do to change this decision.

- Teachers constantly help pupils make the right choices to move their card back to the green card and beyond.

The following colours are consequences:

(Verbal warning)

**Orange** Second Warning.

This provides the opportunity for a pupil to start making the right choices so they can move back to the green. Staff will look for opportunities to move pupils back to green as quickly as possible.

**Red** Reflection Time in the classroom for 1-10 minutes. Pupils will move to a suitable reflection area. Pupil still listening to the lesson.

On successful completion of the Reflection Time the pupil moves back to the orange card. Staff will look for opportunities to move pupils back to green.

### **Further Consequences for Continued Red Behaviour**

Repeated 'red' behaviours will require further out-of-class consequences.

Whilst the school aims for a consistent approach in delivering consequences the intention, context and severity of the incident will be taken into account when delivering further consequences.

- **Reflection Time in partner class with reflection sheet.**

A reflection form is used and once completed this is kept in the class behaviour file. When pupils return from an out-of-class consequence they remain on red. The teacher will then look to move the pupil towards green as soon as possible by providing opportunities for them to succeed.

- **Senior Leadership team involvement.**

Pupils will be referred to the Senior Leadership Team with the completed reflection sheet. The staff member will record the pupils name and action. Pupil behaviour will be discussed with the pupil with a view to one of three outcomes.

#### **A. Reflection time with SLT (using restorative conversation)**

The pupil thinks of strategies to repair the situation and reports back to the SLT member at the end of the day. The pupil returns to class to aim to get back to green.

#### **B. Phone call or letter home**

Parents/ carers are informed of the situation, the steps required for improvement and next steps if there is no improvement in pupil behaviour. The pupil returns to class to aim to get back to green.

#### **C. Parent / Carer meeting**

This may include reviewing and developing pupil targets or developing an Individual Behaviour Plan.

- **The Blue 'H'**

If a child's behaviour is proving significantly disruptive or physically threatening and a class teacher needs the assistance of a senior member of staff the blue 'H' card should be sent with a child to the available member of SLT as an indication of such.

Appendix B: Reflection Sheets

KS2 My Reflection

Feelings, Thoughts and Behaviour

What did I do?

What I was feeling at the time:

What I was thinking at the time:

What I have thought about since:

Who has been affected by my behaviour?

How have I been affected?

What am I going to do to fix things?

Teacher comment and signature:

Pupil signature:

## **Appendix C: Acceptable forms of touch/physical intervention in Surrey Hills All Saints Primary School**

There are many occasions when staff will have cause to have physical contact with children or young persons for a variety of reasons, for example:

- Communication
- First Aid
- to comfort a child or young person in distress (so long as this is appropriate to their age)
- to direct a child or young person (holding hands, hand on shoulder etc.)
- for educational skills (PE, Drama etc.)
- for life skills (changing for PE, toileting, using cutlery etc.)
- in an emergency to increase safety to the child or young person and staff

In an emergency incident staff may take into account the use of reasonable force and their responsibilities under duty of care.

In all situations where physical contact between staff and children or young person's takes place, staff must consider the following:

- the child or young person's age and level of understanding
- the child or young person's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

If a child or young person requires physical support on a regular basis this information will be documented on an individual plan such as a handling plan, toileting plan or behaviour support plan.

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the child or young person's neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular child or young person.

#### **Appendix D: Green Point Reward Activity Examples**

- Own Clothes
- Mad hair
- Cuddly toy
- Unusual socks
- Pyjamas to school day
- Superhero day
- Topsy turvy day
- Slippers to school day
- Wacky clothes to school day

#### **Appendix E - Strategies to promote and reward positive behaviour:**

- Class jobs/responsibilities
- Praise; house points; celebration assembly; sharing children's successes within class
- Task boards; writing frames; scaffolding for learning
- Regular movement breaks
- Gain pupils attention before giving directions
- Personalised reward systems where necessary
- Catch pupils being good
- Give advance warning of transitions
- Now and next boards
- Use of sand timers and stop watches
- Allow take up time
- Visual timetables
- Personalised timetables
- Break up work into manageable chunks

## **Appendix F: Prohibited Items**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff 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).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.



## **Appendix G: Red Behaviour Examples**

- Persistent defiance in spite of orange reminders that is preventing teaching and learning from taking place.
- Violent and aggressive behaviour towards children or staff
- Harassment or bullying
- Abusive language to children or staff
- Use of racist, homophobic and sexist language
- Blatant defiance; ignoring instructions; including walking away when being spoken to by any member of staff
- Deliberate damage to property / vandalism.

## **Appendix H: Covid-19 Addendum Guidance**

The principles as set out in Surrey Hills All Saints School Behaviour Policy remain and should continue to be followed. This addendum should not be used as a stand-alone document and should be read in conjunction with the existing policy. It sets out the expectations of Surrey Hills All Saints School in light of the Covid-19 pandemic and the need for children to behave differently when they return to school. It describes the new systems in place and how pupils will be supported to adhere to them.

This addendum follows the advice and guidelines provided by the DFE.

In addition to this addendum, please refer to the following documents: Risk Assessment with the associated supplementary guidance, Safeguarding Policy, Infection Control Policy, Health and Safety Policy, Restrictive Physical Intervention Policy.

### **Expectations:**

Everyone in our school has the right to feel safe all of the time. Our existing values will continue to apply. The additional expectations below reflect the uniqueness of the present situation, specifically how the behaviour of some pupils may cause an increased health risk to other pupils, and to staff.

Pupils will be expected to:

- follow any altered routines for arrival or departure.
- follow school instructions on hygiene, such as handwashing and sanitising.
- follow instructions on who pupils can socialise with at school.
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing).
- adhere to expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands.
- tell an adult if you are experiencing symptoms of coronavirus.
- follow rules about sharing any equipment or other items including drinking bottles.
- follow amended expectations about breaks or play times, including where pupils may or may not play.
- follow guidance about safe use of toilets.
- follow clear rules about coughing or spitting at or towards any other person.
- follow clear rules for pupils at home about conduct in relation to remote education.
- behave in line with behaviour policy and school values – using the rewards and sanction system, where appropriate.

### **All pupils will be supported in the following ways:**

- Throughout the school there will be signs/posters/visual prompts to remind pupils and staff of the new safety measures in place that should be followed.
- All adults will explain new routines sensitively and help pupils to feel safe and reassured by the rules in place.

- The new routines and expectations will be explained and repeated by the pupils' teacher every day and throughout the day. This will reassure all pupils and particularly the most anxious.
- All adults will explain hygiene rules sensitively every day and provide reminders throughout the day.
- Whilst new expectations are established, we will focus on routines, safety and well-being rather than academic challenge.
- An age appropriate strategy for pupils to share their concerns e.g. a worry box, will be available in every bubble so that pupils' concerns can be heard and responded to every day.
- School staff will pay particular regard to families and pupils who are classified as clinically vulnerable so that appropriate additional support is put in place to reduce anxiety as appropriate to the circumstance.
- All our usual systems for affirming our pupils' good behaviours will continue, with a particular focus on 'Staying Alert' and 'Being Kind' behaviours.
- For pupils who are not managing for any reason to follow our school expectations we will follow the process outlined in our original policy which is available on the school website.
- If, despite all appropriate support and guidance, a pupil repeatedly breaks our current safety rules, the headteacher may, as a last resort, consider alternative arrangements or exclude a pupil either for a fixed period or permanently.

#### **Support for pupils who have additional or special educational needs:**

- Pupils will have their individual support plan/proactive behaviour plan /risk assessment reviewed in light of the new circumstances.
- If there are concerns that appropriate support is not possible during this period, despite our best endeavours, a meeting will be held with parents (and relevant external professionals) to discuss next steps and what additional adaptations may be possible to ensure the pupil can manage his/her behaviour safely.

#### **Positive Touch and Physical Intervention**

There may be times when a pupil's behaviour requires staff to use physical intervention to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged.

Surrey Hills All Saints School will be guided by the following principles in these circumstances, in line with the advice from the Surrey Accredited Training Centre:

- Given the current pandemic, staff will also need to consider the possible risk of infection if they physically intervene, contrasted with the possible risks of infection should they not intervene.
- Any decisions made should be in accordance with Public Health and Government guidelines on Covid-19.
- Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.
- When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable, and proportionate action.
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.

- Schools should continue to explore non-restrictive alternatives that maximise safety and minimise harm at the point of risk behaviour.
- At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone, staff as well as pupils.

**Review**

This policy annex may be subject to future revisions if DFE guidance changes, but at the latest will be reviewed prior to the start of academic year 2020/21.