

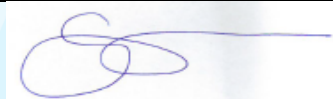
Forest Way School

Behaviour and Discipline Policy

(including Anti-Bullying Policy – Staff and Pupils)

Name: Gail Seaton

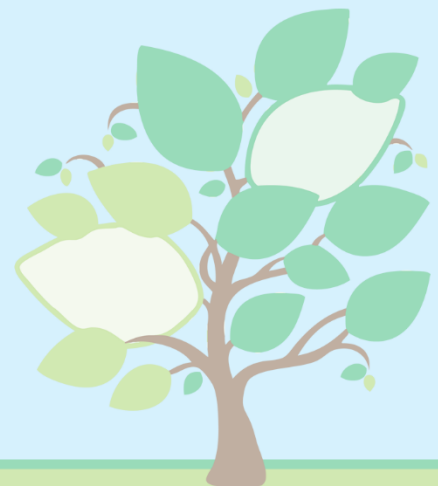
Signature:



Title: Headteacher

Date: September 2022

Next Review Date: September 2023



Statutory

Non-Statutory

Introduction

This document should be followed in conjunction with the school's Safeguarding and Child Protection, Equal Opportunities Incorporating Anti-Racist Policy Statement and the Health and Safety Policies.

The policy of the school is to promote socially acceptable behaviour enabling pupils to gain the optimum benefit from their school, college and community life. This includes all school activities, both on and off site. The school will not accept any behaviour that is of a homophobic, sexist or racist nature by any member of the school community – pupil or adult. The school feels it is important to communicate to parents and carers its expectation of the behaviour of its pupils, and will do so personally when appropriate. Although when it is considered appropriate there will be class rules, at present it has been decided not to have school rules.

- In order to promote good discipline, pupils should have a clear and consistent understanding of what is expected of them. It is therefore important that school personnel have an understanding of what is acceptable behaviour throughout the school. Some pupils will have specialised, structured behaviour programmes set up and approved by teachers, parents/carers and educational psychologists. These programmes would be designed to modify unacceptable behaviours. All adults working with the pupil will be advised on the appropriate non-threatening, consistent means of handling the behaviour. The logging of any programmes is the responsibility of the class teacher, shared with other staff as appropriate. The Headteacher and the parents/carers must be kept informed by the staff as to the progress of the programme.

The implementation of a good PSHEC curriculum provides a vehicle to promote positive, acceptable behaviour, giving pupils consistent encouragement and recognition when they do behave well. Staff need to adopt a positive and assertive manner when dealing with unacceptable behaviours. The reason for any action taken should be fully understood by all involved. Parents/carers of pupils for whom the holding and calming procedures will be appropriate will be consulted and given the opportunity to query any parts of the Policy they are unhappy with.

This policy encompasses The Single Equality Act which provides a single, consolidated source of discrimination law and replaces the separate duties on race, disability and gender.

At Forest Way we are committed to establishing equality for all students, their parents/carers, staff and other users of the school. This is reflected in our school aims, which state:

- 'We aim to promote success by emphasising abilities , not disabilities'
- 'promote an atmosphere of openness, personal dignity and worth, tolerance and respect for others, regardless of disability, race, creed, gender or age' promoting British values.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

If a pupil's behaviour causes concern out of school staff will do their best to support parents with this.

Aims of Behaviour Management

Behaviour management should be an integral part of the curriculum which teaches appropriate and relevant social skills to all pupils, thus allowing them to participate fully in the life of their home, school/college and local community.

A behaviour management programme will be necessary for a variety of reasons, including the following:

- to ensure the safety and well being of that pupil;
- to ensure the safety and well being of other pupils;
- to ensure the safety and well being of members of staff or of the general public;
- to protect the environment;
- to protect the pupil from self-inflicted abuse or injury;
- to divert a pupil from an inappropriate to an appropriate behaviour;
- to curb or divert obsessive, ritualistic, repetitive or habitual behaviour in order to allow learning to take place;
- to teach pupils to have self control and subsequently to take responsibility and be accountable for their actions;
- to teach pupils that actions and choices have consequences;
- to allow a pupil to develop and demonstrate positive abilities and attitudes;
- to replace pupils' inappropriate behaviour with an appropriate response.

EDR

The EDR model is what is followed at Forest Way in order to facilitate the behaviour management aims stated above.

Engage, disengage, re-engage (EDR) is a positive behaviour framework written to ensure best practice within all facets of school life.

Engage allows staff to engage with behaviour professionally and accurately in order to improve outcomes for pupils.

Disengage focuses on strategies and techniques, including the use of reasonable force, to help staff and students stop negative behaviour.

Re-engage focuses on reflective processes needed to secure and demonstrate the impact of EDR and how accurate reporting and recording systems can generate meaningful data to drive whole school improvement with behaviour.

There are five frameworks that EDR is based upon.

1. Positive behaviour support

This is a term described to describe behaviour management approaches that believe behaviour can be changed or modified through the environment by using appropriate positive and negative reinforcement.

The school aims and ethos are at the heart of our policy.

All staff should work on the assumption that all pupils who attend the school can achieve and develop. Expectations must be realistic and the curriculum adapted to ensure achievement.

The needs of the individual child will be our first priority

Their Individual Education Programmes will be our focus. Pupils with complex and profound needs will require an individualised approach to behaviour management.

Staff will work through recognising and reinforcing good behaviour

This positive approach will include helping children to understand what is meant by 'good' eg offering appropriate role models and praise and reward where possible.

This policy is supported by a professional integrity that is willing to ask 'hard questions' School management, curriculum and staff behaviour are all important influences in affecting the way pupils behave. The questions that need to be asked should be supportive, not critical, ie no 'put down' zone.

2. Behaviour for Learning

This framework is underpinned by an approach from a relationship or ecosystemic viewpoint. There are three relationships that need to be positively developed within this model for it to be successful:

- a) Themselves – a pupil needs to be confident in themselves in order to fully demonstrate positive learning. At Forest Way, we encourage skills such as self esteem and self confidence in lessons.
- b) Others – behaviour that is interpreted as 'negative' will often be triggered as much by interactions with others as it would be with internal factors.
- c) The Curriculum – where a meaningful, engaging curriculum is established, pupils are far more likely to engage in learning where a positive environment has been created.

3. Token economy

A token economy is where tangible rewards are used to positively re-inforce Positive Behaviour for Learning.

At Forest Way every opportunity is taken to praise and reinforce good behaviour and achievements through a positive approach.

We do reward children by:

- positive use of voice and facial expression
- telling them when we are pleased with them and why
- letting them help, in assembly, in the dining room, with jobs
- letting them take work to show other staff
- giving stickers, certificates etc
- choosing an activity
- specific reward trips

At Forest Way we have a system that celebrates success through the school. Each pupil's Record of Achievement is central to the promotion of their self-esteem and is a record of positive achievement throughout their school life.

Within the classroom a variety of strategies are used to encourage good work and behaviour, these include stickers and earning privileges.

Once a week (Fridays) Student of The Week trophies are presented to one pupil in Key Stage 1, one in Key Stage 2, one in Key Stage 3 and one in Key Stages 4 and 5. These are taken home with a special certificate and a trophy. These trophies are awarded for a week's good behaviour or for making a special effort to overcome a particular difficulty or for consistent high achievement. The awards are rotated around the classes. Daily Collective Worship is also used as a constant opportunity to celebrate success.

4. Restorative practice

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches.

Restorative practice includes it being facilitated in school both formally and informally through lessons and general conversation with pupils. It has been proven in schools to reduce inappropriate behaviour and ensure a positive climate for learning.

5. Pupil Voice

This allows pupils to voice their opinions and have a meaningful engagement with staff and help to contribute to school policy and practice where appropriate. There is a student council and sports council that meet on a fortnightly basis. Involving pupils to become an active participant in a democratic school community is likely to improve confidence, self respect, self esteem, and promotes a greater sense of responsibility.

Sanctions

Sanctions are used within our framework of reinforcing good behaviour. We must be careful in our use of them. Before sanctions are applied, disapproval of the act is expressed.

Agreed sanctions are:

- temporary loss of privilege
- verbal reprimand
- sending to a senior member of staff
- restriction of leisure activities
- loss of break
- time out – this should only be used as a part of an agreed behavioural programme, and only to allow pupils under close supervision, to calm down
- letter home to parents/carers (Head/Deputy Headteacher)
- phone call to parents/carers (Head/Deputy Headteacher)
- parents/carers invited into school/home visit (Head/Deputy Headteacher)
- Exclusion – only to be used in very extreme and exceptional circumstances by headteacher. (To date this has only happened once in school).

Sanctions are applied through the class teacher first then, the Assistant Headteacher in charge of overseeing behaviour is consulted, before the Deputy Headteacher or Headteacher if appropriate.

The Children Act provides a number of definitions which are relevant to the discussion of sanctions which include the following:

Section 31(9)

“harm” means ill treatment or the impairment of health or development

“development” means physical, intellectual, emotional, social or behavioural development

“health” means physical or mental health

“ill treatment” includes sexual abuse and forms of ill treatment which are not physical

By implication all the following must be viewed as unacceptable sanctions:

1. Corporal punishment – the intentional application of force as a punishment and includes biting, pinching, slapping, rough handling, striking with or without an implement or throwing missiles at a child.
2. Deprivation of food and drink
3. The use of withholding of medication, medical or dental treatment
4. Intentional deprivation of sleep (applies to residential facilities)
5. Requiring children to wear distinctive or inappropriate clothing as a punishment
6. The use of accommodation to restrict physically the liberty of any child as a form of punishment. This is only permitted in premises approved by the Secretary of State for use as secure accommodation
7. Imposition of fines
8. Intimate body searches
9. Insensitive, disparaging or sarcastic comments, comments capable of being construed as having unnecessary sexual connotation which are made out of context.

Once a sanction is completed, the incident should be forgotten. Every lesson and every day is a new start.

In accordance with the Behaviour and Discipline in School DfE Advice January 2016, Forest Way follows what the law allows:

1. A member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. This will be done by staff in liaison with the headteacher. The confiscated items will be returned if necessary after consultation with parents/carers.
2. The power to search without consent for prohibited items including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers, vapes
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for
3. In the event of pupils having mobile phones on which the school suspects there may be inappropriate images, the school has the power to search pupils without consent as stated by The Education Act (2011). Phones must be handed to a Designated Safeguarding Lead who will deal with any incident according to the school's safeguarding policy.
4. Malicious Allegations:
Due to the nature of pupils' difficulties, malicious allegations will be considered as potentially a disciplinary matter depending on the circumstances.

Code of Conduct for the use of Physical Contact

To be read in conjunction with the 'Guidance for safer working practice for those working with children and young people in educational setting' February 2022, Section 17 – The use of control and physical intervention," whose work brings them into contact with young people".

The Children Act makes it clear that the welfare of a child is the most important factor in the way adults behave towards them. Sadly, a few children will always challenge the authority of staff. We expect this, but if that challenge becomes violent or another child is a risk, staff have an

obligation to act. Physical contact can be positive or negative. This Code of Conduct is an attempt to draw together the various threads found in various policies. The aim is to make a clear statement that can be a common reference point for staff, parents/carers, governor and visiting professionals. Hopefully, it will support other work to promote child protection and also to minimise the risk of any adult being the victim of false allegations.

- We cannot expect to 'legislate' for all physical contact, but in the everyday life of a special school there **WILL** be situations that legitimately involve some physical contact with children either in the classroom, around school and in the general management of behaviour.
- If children are not comfortable with physical contact, this should be respected; whilst opportunity to develop contact should be offered at an acceptable level.
- We acknowledge that pupils with severe learning difficulties may need and seek physical comfort, although age appropriate issues should be taken into consideration. In response; staff must be careful not to arouse inappropriate responses and be aware that children can misinterpret words and actions.

Each child will have a written Individual Education Plan and, if appropriate, an attached written Individual Behaviour Management Plan and/or Care Plan that oversees any manual handling requirements (see Appendix C).

It would be acceptable to:

- Aid a pupil with physical disabilities in any way that aids learning or self help skills. Staff should be aware of the appropriateness of handling in these situations. Gently turn a child's head to gain attention.
- Hold a hand to give physical guidance for a set task, eg writing, puzzles, learning to control scissors.
- Take a child from one room to another – holding a hand.
- Return a child to their seat – holding a hand.
- Encourage participation in activities eg intensive interaction.
- Lead a child to a 'time out' area.
- Ensure a child's safety provided only minimal force that does not distress the child is used. However, if the child becomes distressed then staff should not persist but try another approach. Any other physical contact to aid learning **must** be written up in an agreed programme, shared with parents/carers, and signed by the headteacher.
- Praise and encourage and celebrate success by physical contact, eg a pat on the back, arm around a shoulder, or a hug if appropriate (side to side, **NOT** face to face).
- To reinforce communication, by placing a hand on a student's shoulder
- To give personal care
- To give reassurance and communicate security and comfort

This sort of physical contact can be used for reassurance – but only if the child is comfortable with it. If a child resists or is distressed by, or perhaps even does not like such contacts, then the contact should stop.

Ideally the use of physical contact should only be used when other adults or children are present.

Use of Force

A Use of Force differs from the physical contact described previously where a pupil is physically prompted. A use of force is the:

'positive application of force by staff, in order to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement.'

At Forest Way School, any use of force will only be used as a last resort and be reasonable, proportionate and absolutely necessary to safeguard pupils and other people, including staff.

Legal Framework

The Education Act 2011 outlines that school staff can use reasonable, proportionate and necessary force:

- To prevent pupils committing an offence
- To prevent pupils harming themselves or others
- To prevent damage to property
- To maintain good order and discipline in the classroom.

All uses of force used at Forest Way School will be within a framework of positive behaviour management, it will never be used as a punishment. Its use will be consistent with the legal obligations and responsibilities of school staff and with rights and protection given to children under the law, including the Human Rights Act.

Before using any force, please consider the following:

- Have you had regard for the child's level of understanding/age and cultural background?
- As far as possible, have you made your intentions clear to the child?
- Is there another adult present?
- Had this scenario been envisaged at the child's Annual Review and did you discuss and agree with parents/carers the range of acceptable responses to their child's challenging behaviour?
- Have you exhausted non physical methods of **positive intervention**?
- How important is it that you, as the adult, have to 'win' in this particular instance?

The following approaches are all useful:

- Be precise about the aims of IEPs and lessons – share information about the pupils.
- Be positive but realistic, plan for success, SMART targets are specific, measurable, achievable, realistic targets.
- Be organised!
- Ensure the children know what you expect of them.
- Prepare children for changes in routine.
- Say what you mean and do what you say.
- Don't be afraid to say sorry.
- Ask for support – a problem shared is a problem halved.
- Give responsibility wherever possible.
- Use humour – it can build bridges.
- Keep calm – it reduces tensions.
- Listen – it earns respect.
- Be positive and build relationships.
- Be consistent.
- Know the pupils as individuals.
- Ensure you can do what you say you are going to do.
- Follow up problems to their conclusion – yourself if possible.
- Be firm but fair.
- Notice positive behaviour and comment whenever you can.
- Be aware of the quieter children – notice their work and give praise.

As a guide, the number of positive remarks should always significantly outweigh the negative.

Do all you can to avoid the following:

- Humiliating
- Shouting
- Over reacting – the problem will grow
- Blanket punishments
- Punishing what you can't prove – 'without reasonable suspicion'
- Sarcasm

Intervention Strategies

The use of the following may exclude the need for any use of force:

1. Try to intervene before anything triggers an inappropriate behaviour.
2. Planned ignoring – sizing up which behaviour to intervene and which to ignore.
3. Giving a signal – ‘**the look**’ catching the child’s eye or pointing to him when aware that misbehaviour is contemplated or beginning.
4. Coming closer and touching – having the child near an adult or giving a pat on the shoulder while making a limiting demand.
5. Showing interest – a child may be diverted from misbehaviour if an adult shows interest in the task.
6. Humour – kidding the pupil out of it – not sarcasm.
7. Offering help when the pupil is about to become frustrated.
8. Regrouping.
9. Changing activities – when tension mounts or interest flags.
10. Friendly appeal:
 - a) appeal to a personal relationship
 - b) warning of consequences ‘that’s dangerous’
 - c) peer group reaction ‘what will the others think?’
11. Limiting of space and tools – putting away or controlling the use of objects that are being used dangerously or that could become a potential hazard.
12. Over correction – eg pupil ‘clears’ table, teacher makes pupil replace equipment not only on that table but also throughout the classroom.
13. Time out/exclusion. Pupil is made to face away from the group, or sit distant from the group alone.
14. Pupil is asked to sit on a chair for ‘containment’ purposes.
15. Broken record – keep repeating this instruction.

De-escalation is the first option in all situations, any use of force or holding and calming should only be used as a last resort. The main principle of holding and calming is to ensure the maximum amount of caring and the minimum amount of force.

It must only be used in accordance with the following:

- The child should be in immediate danger of harming himself or others, or danger of seriously damaging property.
- The member of staff should have good grounds for believing this.
- Only the **minimum** force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before using any use of force. These staff can act as assistants or witnesses.
- Once safe, use of force should be relaxed to allow the child to gain self-control.
- Any use of force should be an act of care and control, not punishment.
- Use of force should not normally be used purely to force compliance with staff instructions when there is no immediate danger present to people and property.
- The circumstances and justification for use of force should be noted immediately.
- Senior staff should take an early opportunity to discuss the incident with staff or respond to any request for supportive discussion.
- The use of force should be discussed with the child (if appropriate) and the parents/carers at the earliest opportunity.

EDR named uses of force

The school has adopted the EDR (Engage Disengage Re engage) model of behaviour management, which is transitioning into Leicestershire Special Schools and has been jointly agreed by Leicestershire Special Heads. This reflected a move away from a generic Team Teach approach and as Forest Way staff’s Team Teach training expired it was replaced with a programme of EDR. Forest Way currently employs 3 EDR trainers, with two more staff undertaking training. This EDR training will be further supplemented with ‘Behaviour Can Change’ theory and incorporates specialist individual elements to the meet the needs of our pupils.

Currently all trained staff are familiar with the following EDR named holds.

At Forest Way the following uses of force may be detailed as part of an individual behaviour management plan:

- 2 person side or fixed escort to a safe space
- 1 person escort – Open Hand Steering/Single Person/Back Escort
- Hair release
- Space restriction

No ground holds will be used at Forest Way School as part of a planned response. In the situation that a pupil's behaviour escalates sufficiently for none of the above holds to be safely used then it may be necessary to call for police support.

Any use of force that occurs requires staff involved to inform a member of the Leadership Team as soon as possible. Staff making a decision to use **any reasonable, proportionate and necessary force** would be expected to ensure that it fulfils all of the criteria detailed within this policy. Senior staff will support with the incident as they deem appropriate.

Risk Assessment and Risk Reduction

All students who exhibit challenging behaviour and hence present a risk of harming themselves and others will have a Risk Assessment which includes an individual behaviour plan detailing risk reduction strategies, written by the Class Teacher and an Assistant Headteacher. Although use of force may be included within the Risk Assessment as a last resort response to a crisis situation, the aim will always be to plan for such situations and ultimately reduce the use of force as much as practicably possible.

If a use of force is detailed on a risk reduction plan then parents/carers will be sent a copy of the form – Appendix C to sign.

In the event of an unanticipated behaviour being exhibited by a pupil which takes staff by surprise, they will be expected to respond in a reasonable, proportionate and necessary way. If any use of force is required then this emergency response will require detailing on an Unplanned Restrictive Use of Force Record Sheet - Appendix D2. After this one unforeseen event the response will require a risk reduction plan.

All staff working with pupils who have individual behaviour plans are required to be familiar with the plan and expected to follow it. An Assistant Headteacher will liaise with the Class Teacher to ensure that the plan is in place and it is being adhered to consistently. It will take account of the pupil's level of understanding and cultural background. The plan will include de-escalation strategies, proactive interventions to prevent risk, early interventions to manage risk and reactive interventions to respond to adverse outcomes as well communication systems.

All Risk Assessments and accompanying risk reduction strategies will be reviewed by an Assistant Headteacher as necessary either following an incident or yearly.

This should then be written into an Individual Behaviour Management Plan. (Appendix C and Appendix A)

Any high risk behaviours are individually and addressed through a behaviour crisis plan.

Forest Way have decided that parents/carers should be informed of holding/calming incidents (see Appendix D1) and fully involved unless to do so would jeopardise the pupil's safety.

Parents/carers will be informed either by telephone or in writing.

When a behaviour management plan is sent to parents/carers a covering letter will also be sent (see Appendix B).

Individual Timetables

If pupils require an individualised timetable to support their behaviour management then this will be detailed as part of the risk reduction strategies.

Distraction free rooms

Forest Way has adopted a policy (See Appendix E) which allows disruptive pupils to access an area away from other pupils for a limited period in a distraction free room. Distraction free rooms will only be used to keep pupils who are exhibiting very challenging behaviour safe and also to prevent such pupils harming other pupils and/or staff. They will not be used as a punishment **at any time**. Use of such rooms will be authorised by the headteacher or senior member of staff in charge of the school. Forest Way will ensure the health and safety of pupils using these rooms and will ensure that they are used for no longer than is necessary. Pupils will be given appropriate activities while in a distraction free room and will be allowed to eat, drink and use the toilet as appropriate.

Recording of Behaviour Management

All Behaviour Management will be recorded in a specific database. Access to the database is restricted to those person requiring access. Staff are allowed to record events only and not interrogate information held. The database produces specific reports relating to trends and patterns of behaviour across the school and by individual pupils. All events will be recorded and analysed. This includes information relating to bullying, verbal, physical violence and aggressive behaviour towards an adult, another pupil or school property.

The database will record sanctions used to encourage appropriate behaviour and any uses of force. It will also document management actions taken in respect of behaviours including reporting to parent/carers after each event.

Forms in respect of Behaviour Management and Unplanned Restrictive Uses of Force will be printed out for signature by the Headteacher and reviewed by the Chair of Trustees. Reports in respect of an individual pupil are available from the information held within the database.

There will be a file kept in the main office which will be called the "Behaviour Management File". This will record all incidents. This may include bullying, verbal, physical violence and aggressive behaviour towards an adult, another pupil or school property.

A multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Debrief

After an incident involving challenging behaviour it is expected that a debrief will occur during which if appropriate, the pupil and staff will have the opportunity to review what happened. If a use of force was used then the aim will be to consider what happened and if the situation could be handled differently next time to avoid its use.

Support and Training

Dealing with challenging behaviour is both demanding and stressful, especially if staff are assaulted physically during the course of an incident. Any assaults should be recorded on the appropriate forms – this ensures that the incident is on record both in school and at County Hall.

It is difficult to devise a framework of support that meets the needs of all staff. As individuals, we all vary on how much support we need after an unpleasant incident. Generally a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidence involving violence. If a member of staff needs time to rest, or compose themselves, then the head teacher will make arrangements for the class group to be supported.

During the course of an incident, colleagues may feel it appropriate to offer direct support. This should always be done in a positive way and only if the member of staff involved in the incident requests assistance (refer to section of policy on **Use of Force**). Support may take the form of reviewing if the incident could have been handled in another way.

All staff should accept the need to work consistently and adhere to this policy. Training may be offered on an individual, team or whole school basis. It may take the form of courses, visits, reading or focused discussion.

School Statement on Bullying

The occasions when bullying occurs in schools for pupils with special needs are very rare. Nevertheless, it is important to have a policy in place in the event of any incidences.

What is bullying?

There are many definitions of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated often over a period of time.
- It is difficult for those being bullied to defend themselves.

Bullying can take many forms but four types are:

- Physical - hitting, kicking, taking belongings.
- Verbal – name-calling, insulting, racist remarks.
- Indirect – spreading nasty stories about someone, excluding someone from social groups.
- Cyber – bullying as above but involving telephones, facebook or other social media websites, and other electronic forms of communication.

Why challenge bullying?

There are a number of very important reasons for challenging bullying behaviours in schools:

- The safety and happiness of pupils.
- Educational achievement is hampered.
- Providing a model for helpful behaviour. If they observe bullying behaviour going unchallenged, other pupils may learn that bullying is a quick and effective way of getting what they want. Those pupils who are being bullied will feel let down by adults in authority.
- No school can claim with confidence that bullying does not occur in their environment. We must respond positively and effectively to bullying.

BULLYING IS NEVER ACCEPTABLE

All staff should:

- Be aware of what constitutes bullying and help pupils to understand what we mean by bullying.
- Listen to any child who feels they are being bullied.
- Be aware of pupils who cannot speak for themselves and the interaction that occurs around them.
- Think about times of the day, parts of the building etc where bullying may occur.
- Stop play fights, mock kicking etc.
- Deal with incidents of bullying promptly.
- Report on-going bullying to the headteacher.

Children should be encouraged to:

- Include others in their games and groups.
- Not laugh if someone is being bullied.
- Tell staff if they see bullying.
- Never join in with bullying.

It is appropriate to include bullying during curriculum work in the area of PSHEC

If a child bullies we will:

1. Try to help them understand the effect their behaviour is having on another child
2. Help them think of ways to make amends
3. Give an appropriate sanction
4. Support the child who is being bullied.

Reference documents

1. Disability Discrimination Policy.
2. NAHT documentation
3. The Children Act 1989. HMSO

4. Guidance for safer working practice May 2019 section 17 – The use of control and physical intervention.

Appendices

- A Risk Assessment Form
- B Letter to parents/carers see Database
- C Behaviour Management Plan see Database
- D1 Behaviour Management Report Form see Database
- D2 Unplanned Restrictive Use of Force Report Form see Database
- E Behaviour and discipline in schools – DfE Advice January 2016
- F Getting the simple things right: Charlie Taylor’s behaviour checklist. DfE 2011
- G Use of reasonable force – Advice for Headteachers, Staff and Governing Bodies – DfE July 2013
- H Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings – February 2022 + Addendum April 2020
- I Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders - DfE July 2002
- J Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties – DfE September 2003
- K Forest Way School Safeguarding/Child Protection Policy see website for this document

Relevant Guidance can be found on the DfE website:

www.gov.uk/government/organisations/department-for-education

Links to documents referred to in policy

Behaviour and discipline in schools [U:\Behaviour policy links\Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](#)

Guidance on the use of restrictive physical interventions for staff working with children and adults with a Learning Disability and/or Autistic Spectrum Disorders [U:\Behaviour policy links\guidance on the use of restrictive physical interventions.pdf](#)

Guidance for safer working practice for those working with children and young people in education settings – May 2019 [U:\Behaviour policy links\GSWP-May-2019-final.pdf](#)