



Middlefirth Church of England Primary School

Behaviour Policy	
Written By	N. Pilkington and N. Allton
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Let Your Light Shine - Matthew 5:16

Through the Behaviour Policy, the school will promote and teach the values we learn based on the example of the Christian faith:

- Forgiveness
- Respect for self and others
- Reconciliation and redemption
- Truth and honesty
- Trust and fairness
- Tolerance and compassion
- Self-discipline
- Respect for property and the environment
- Politeness

Such values, in turn, promote not only the Christian ethos and aims of Middleforth Church of England Primary School, but assist in the preparation of the children for the responsibilities and duties of adult life.

Vision

As a caring, Christian community, we aspire to 'let our light shine'. We will open up the world to celebrate God's wonderful creation and foster a sense of awe and wonder.

We will nurture our God given talents to ensure that everyone reaches their full potential academically, socially and spiritually.

'Let your light shine Matthew 5.16'

Introduction

Children learn best when they are happy, secure and clear what is expected of them and when they are encouraged consistently to behave well. Middleforth C of E School is a caring Christian, community, whose values are built on a strong Christian ethos, mutual trust and respect for all. We seek to provide a caring and stable environment in which every member of the school community feels valued, respected and safe. Our school is a place which respects and cares for others and where each person is treated fairly and well. High standards of behaviour and manners are fostered, expected, encouraged and displayed by staff and pupils alike.

A child's behaviour is often a symptom of how they feel about themselves. A child who is unhappy or has low self-esteem is more likely to misbehave than a happy, well-adjusted child. Consequently, we have sought to establish a policy rooted in celebrating children's success and reinforcing good behaviour by a variety of positive means.

The ethos of the school, together with the planning of a broad and balanced curriculum, promotes the Christian values and attitudes necessary for individual children to contribute positively to their own personal development and that of the school. The success of this policy relies on a commitment from all staff, governors and others involved within the school.

The aims and expectations of this policy are founded in the school's Christian ethos that pervades all aspects of school life.

Aims

- To develop and establish mutual respect between all members of the school
- To allow everyone to work together in an effective and considerate way
- To help children develop academically, socially and spiritually in a safe and secure environment
- To promote self-discipline and respect for self, others and the world by teaching values and attitudes as well as knowledge and skills
- To recognise good behaviour, as school believes that this will develop an ethos of kindness, cooperation and respect.
- To have consistent expectations and guidance about routines and procedures.
- To enable children to understand the Christian message of love, through the first-hand experience of our actions and follow the examples of asking What Would Jesus Do? (WWJD)

Middleforth Golden Rules

- ✓ Be Ready
- ✓ Be Respectful
- ✓ Be Safe

These rules underpin our ethos in school and are an expectation for everyone in our school. They are clearly displayed throughout school.

Expectations at Middleforth Church of England Primary School

PUPIL EXPECTATIONS

Be ready

- Will arrive at school on time
- Will be organised and ready to begin work e.g. pencil, ruler etc
- Will utilise class time widely and complete my work
- Will take part in group discussions and projects
- Will be willing to become actively involved in all areas of school life

Be respectful

- Will respect the rights and property of others
- Will display appropriate self-control in and around school
- Will listen to others and show respect towards them
- Will value the physical environment of the school
- Will show kindness and respect for each other emotionally and physically
- Will act with dignity and self-respect

Be safe

Will use the correct entrances to enter and exit the school
Will dress appropriately for the weather and outdoor breaks
Will travel safely in and around school
Will talk to a trusted adult if I feel unsafe

STAFF EXPECTATIONS

All staff

Will refer to the rules, be ready, be respectful and be safe
Will model positive behaviours and foster strong relationships with children and their families
Will always be consistent when managing inappropriate behaviour
Will say a personal good morning to every child who walks through the classroom door
Will be calm
Will plan and deliver lessons that engage all learners
Will model and share good practice
Will raise every child's self-esteem and develop their full potential
Will recognise and celebrate that every child is an individual

Senior Leaders

Will be a visible presence around school
Will support all staff
Will celebrate staff and children's achievements

PARENTAL EXPECTATIONS

We will refer to the rules, be ready, be respectful and be safe
We expect that parents/carers will support the school's Behaviour Policy
We expect that parents/carers will support their child by agreeing to discuss any problems that arise
We expect that parents/carers will celebrate with us, their children's successes

OUR CURRICULUM

We will motivate, excite and challenge our children in a nurturing Christian environment.
We will promote a broad and balanced curriculum which meet the needs of all our children and help them to develop.
We will encourage children to explore and understand their faith
We will support children in becoming highly articulate and use rich vocabulary
We will inspire children to be independent, imaginative and resilient learners.

Managing Behaviour

High quality behaviour for learning is underpinned by positive relationships, lesson planning and positive recognition. Middleforth's Golden Rules, Be Ready, Be Respectful, Be Safe must be displayed in each learning space and referred to in conversations around conduct by all staff.

Recognition and rewards for effort

How do we encourage good behaviour?

We will recognise and highlight good behaviour as it occurs linked to our Middleforth Golden Rules – Be Ready, Be Respectful and Be Safe

We will ensure that all children are praised in public and reprimanded in private (PIP/RIP)

Will ensure that feedback is constructive

Stars of the week

Each week, staff nominate two children from each class who have shone brightly and this is shared with the school and parents in worship. These are in place to encourage all children to reach their full potential in terms of both behaviour and attainment.

Classroom Rewards

Although there are many whole school rewards in place, all of the classes have their own ways of rewarding and encouraging good behaviour. These are used as a way for children to earn either individual rewards or collective rewards for the whole class.

Headteacher Postcards

These are presented to children for examples of outstanding achievement, either academic or for an act of kindness to another person. These are rare awards and are sent directly to the children's home address.

House System

- Every child is a member of the schools four houses – Ruby, Sapphire, Emerald or Amber.
- Key stage 2 classes have a house captain for each house.
- The children earn points for their houses through the house points system and the house captains count up the total each week. The total number of points is announced each week in class and families are informed on the weekly newsletter.
- The House Award winners are announced either in class or in Celebration Assembly.
- At the end of each half term, in Celebration Assembly or in class the winning house announced by the Year 6 house captains.
- At the end of each term the winning house have a reward eg a non-uniform day.
- All staff are also members of houses.

Restorative Model

<p>1) Redirection & Reminder</p>	<p>Gentle encouragement, a 'nudge' in the right direction, small act of kindness A reminder of the expectations Be Ready, Be Respectful, Be Safe delivered privately wherever possible. Repeat reminders if necessary. Visuals for Be Ready, Be Respectful and Be Safe can also be used. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</p>
<p>2) Caution</p>	<p>A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</p> <ul style="list-style-type: none"> • “stop, think, (insert name) make the right choice” • “think carefully about your next step”
<p>3) Last chance</p> <p>(5 minutes after class for restorative conversation and 5 minutes reflection time)</p>	<p>Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.</p> <p><u>Use the 30 second scripted intervention</u></p> <ul style="list-style-type: none"> • I have noticed that you are... (having trouble getting started, wandering around etc.) right now. • At Middleforth, we... (refer to the 3 golden rules – be ready, be respectful and be safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some ‘take up’ time and WALK AWAY. <p>If the warning is not followed and the behaviour continues this must be recorded on CPOMS as a negative behaviour. At this point the learner will be informed that they will have to complete a reflection activity, this may be in their own time depending on the time of day or incident.</p>
<p>4a) Time Out within class</p>	<p>At this point the child should be directed to use the 'Calm Space' within the classroom. Initially this will need to be supported by an adult until the children are used to the different 'zones of regulation' within it. This should promote self-regulation for the child and allow them to return to their work.</p> <p>If this point is reached during break or lunch times, the member</p>

	<p>of staff dealing with the incident should bring the child into their own class calm space and ring for support from SLT to supervise the child.</p>
<p>4b) Time Out in another class (If the above is unsuccessful)</p>	<p>At this point the learner will be referred internally to another room in the Key Stage for 10 minutes for the child to calm down, breath, look at the situation from a different perspective and compose themselves. All internal referrals must be recorded on CPOMS.</p>
<p>5) Repair (All incidents that reach step 4 will need to have stage 5)</p>	<p>Restorative Conversation 5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? <p>Restorative conversation prompts sheet can be used to support conversations, where appropriate.</p>
<p>Logical Consequences</p>	<p>Once a pupil is regulated and ready to learn the following things will occur. Example restorative conversation prompts to be used with pupils could be:</p> <ul style="list-style-type: none"> • Reflect and Reset Sheets (age appropriate ones) • Better Together Sheet • Good To Be Green Sheets • Emotions sheets <p>Logical consequence for pupils are used to repair the situation in a meaningful way to the pupils Examples may include: Graffiti – pupils may clean to graffiti Altercation with a peer – Better together sheet Disruption to learning – work missed completed at another time. Broken equipment – time to fix the equipment.</p>

Restorative Model EYFS (including Nursery)

<p>1) Redirection & Reminder</p>	<p>Gentle encouragement, a 'nudge' in the right direction, small act of kindness A reminder of the expectations Be Ready, Be Respectful, Be Safe delivered privately wherever possible. Repeat reminders if necessary. Visuals for Be Ready, Be Respectful and Be Safe can also be used. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</p>
<p>2) Caution</p>	<p>A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</p> <ul style="list-style-type: none"> • “stop, think, (insert name) make the right choice” • “think carefully about your next step”
<p>3) Last chance</p> <p>(5 minutes after class for restorative conversation and 5 minutes reflection time)</p>	<p>Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.</p> <p><u>Use the 30 second scripted intervention</u></p> <ul style="list-style-type: none"> • I have noticed that you are... (having trouble getting started, wandering around etc.) right now. • At Middleforth, we follow our 3 golden rules – be ready, be respectful and be safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some ‘take up’ time and WALK AWAY. <p>If the warning is not followed and the behaviour continues this must be recorded on CPOMS as a negative behaviour. At this point the learner will be informed that they will have to complete a reflection activity, this may be in their own time depending on the time of day or incident.</p>
<p>4a) Time Out within class</p>	<p>At this point the child should be directed to use the 'Calm Space' within the classroom. Initially this will need to be supported by an adult until the children are used to the different 'zones of regulation' within it. This should promote self-regulation for the child and allow them to return to their work.</p>

	<p>If this point is reached during break or lunch times, the member of staff dealing with the incident should bring the child into their own class calm space and ring for support from SLT to supervise the child.</p>
<p>4b) Time Out in another class (If the above is unsuccessful)</p>	<p>At this point the learner will be referred internally to another room in the Key Stage for 10 minutes for the child to calm down, breath, look at the situation from a different perspective and compose themselves. All internal referrals must be recorded on CPOMS.</p>
<p>5) Repair (All incidents that reach step 4 will need to have stage 5)</p>	<p>Restorative Conversation 5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? <p>Restorative conversation prompts sheet can be used to support conversations, where appropriate.</p>
<p>Logical Consequences</p>	<p>Once a pupil is regulated and ready to learn the following things will occur. Example restorative conversation prompts to be used with pupils could be:</p> <ul style="list-style-type: none"> • Reflect and Reset Sheets (age appropriate ones) • Better Together Sheet • Good To Be Green Sheets • Emotions sheets <p>Logical consequence for pupils are used to repair the situation in a meaningful way to the pupils Examples may include: Graffiti – pupils may clean to graffiti Altercation with a peer – Better together sheet Disruption to learning – work missed completed at another time. Broken equipment – time to fix the equipment.</p>

Follow Up and Monitoring	
Stage 1	If a child has two incidents in a week requiring reflection that are recorded on CPOMS the class teacher must inform parents.
Stage 2	If a child has three or more incidents in a week requiring reflection a meeting with SLT/pastoral team and parents/carers will be arranged. This must be recorded on CPOMS.
Stage 3	A serious breach or a failure to improve may lead to a fixed term suspension.

A serious breach is an incident that may lead to a fixed term suspension. Alternatives to exclusion, where appropriate, include attending provision off-site at a local school. Appropriate support for pupils with Special Educational Needs will be provided. If there are suspected learning difficulties then school will provide screening to ensure this is not impacting on behaviour.

Serious Incidents

If a child commits a serious incident then the stages outlined above may be bypassed with the Headteacher recommending a fixed term suspension, or in very serious cases permanent exclusion. The following is a list of serious incidents that the school can act on, including exclusion. All serious incidents should be referred straight through to the Headteacher or Deputy Headteacher and also recorded on CPOMS. The Headteacher or Deputy Headteacher will speak to the parents, with the child present in a meeting in school as soon as possible after the incident.

- Racist, sexist or homophobic remarks
- All forms of bullying
- Physical violence
- Verbal abuse
- Theft
- Wilful damage to property
- Continual disturbances in the classroom/areas of school
- Refusal to carry out appropriate tasks linked to the curriculum
- Running out of class or school without permission
- Sexualised behaviour including child on child abuse
(As a school we use training from AIM – Understanding and Managing Sexual Behaviours in Education to support pupils.)

Sexualised Behaviour

As a school we use training from AIM – Understanding and Managing Sexual Behaviours in Education to support pupils. To support with this, we use Hackett's Continuum of Need (2010), see below:

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making 	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity 	<ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism

School Support systems

As a fully inclusive school we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability or emotional difficulties. This is in accordance with the SEN code of practice. We recognise that a child with social, emotional or behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN register. An individual behaviour plan will be established in consultation with the class teacher and the parents. This will outline agreed targets and strategies as well as the ways in which we will support the child. When required advice from outside agencies will be sought in order to meet the needs of every child.

Suspensions

There are two kinds of suspensions:

1. fixed period - when a pupil is not allowed in school for a fixed amount of time (including suspensions over lunch time)
2. permanent - when a child is permanently barred from the school premises and their name removed from the school roll.

Alternative education arrangements and procedures for challenging the exclusion will depend on the type of exclusion.

The headteacher can take a decision to exclude a pupil:

In response to serious breaches of a school's behaviour policy, where allowing your child to remain in school would seriously harm the education and welfare of your child or others in the school.

<https://www.lancashire.gov.uk/children-education-families/schools/exclusions-from-school/>

Records of internal and external exclusions will be kept on CPOMs and recorded by the person who dealt with the incident.

Criminal law

It is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence for example under the Protection from harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order act 1986. For example, under the Malicious Communications Act 1988 it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender. If school feel that an offence may have been committed they may elect to seek assistance from the Police but any reference to the police should only be undertaken with the agreement of the Headteacher.

Pupil confidentiality

It is important to note that in any cases of altercations between pupils, pupil confidentiality will be upheld and parent/carers of each child will not receive any information about a child other than their own. In this instance parents should be reassured that the school's behaviour policy and procedures have been followed and implemented.

The following section of the policy is based on advice from Lancashire Education Authority.

Home school agreement

The school collaborates actively with parents and carers so that children receive consistent messages about how to behave at home and at school. A home school agreement is sent home and signed by the Headteacher, parent/carer and by the child as well. This outlines the responsibilities of the child, parent and the school.

Search and Screen

Schools in England have powers to search and screen pupils and confiscate prohibited items. The Department for Education released Departmental Advice called "[Searching, screening and confiscation](#)" in January 2018. This advice applies to all schools in England. If a child is believed to have a prohibited item in school staff have the right to ask the child's permission to be searched. If permission is not given the Headteacher or a member of SLT has the right to search the pupil if there are reasonable grounds to suspect that a prohibited item is in school.

Prohibited items include:

knives or weapons alcohol illegal drugs stolen items tobacco and cigarette papers fireworks pornographic images any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property

Physical Intervention - see appendix 2

At Middleforth Church of England Primary School there is a behaviour programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed. (Appendix 1 – links to the use of reasonable force government guidance)

Pupils' conduct outside the school gates

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 discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- 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 or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

The role of the Headteacher

- To implement the Behaviour Management policy consistently through the school
- To support its implementation by all other relevant members of the school community

- To keep clear and complete records of all serious incidents and keep parents informed of such
- To take decisions about exclusions, if necessary, in compliance with the Local Authority guidelines and the schools exclusion policy
- To monitor regularly the effectiveness of the Behaviour Management Policy and report on this to the governing body when required
- To ensure the behaviour management policy is made available to all parents and carers through the school website.

The role of the Governing Body

- To support the school in fulfilling its duty of care to our pupils through the Behaviour Management Policy
- To support the headteacher in implementing this policy, and offer advice with regard to specific issues as needed
- To facilitate and promote the regular monitoring and review of this policy

Appendix 1 – Useful Links

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf
3. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

4. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf
5. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
6. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf
7. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf
8. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies)

Regulations 2012 Keeping children safe in Education 2021

Appendix 2

PHYSICAL INTERVENTION

Rationale

The staff have a duty of care towards pupils and other staff to ensure that they are safe, not injured or property damaged. This may involve the use of physical intervention techniques, which are based on providing the maximum amount of care, control and therapeutic support. The decision to use physical intervention is based on a dynamic risk assessment made by the staff member and is in the best interest of the pupil using the minimum amount of force for the shortest time.

The techniques do not rely on any form of locks, or the use of pain to gain compliance but a gradual and graded response to the circumstances and level of intervention required.

The authority for teachers and carers to physically intervene to prevent injury, damage to property or prevent disruption within the school and community stems from the following:-

The Children's Act 1989

Taking Care, Taking Control DOH 11/96

DOH/DfES Joint guidance on Physical Intervention (July 2002)

The Care Standards Act 2000

The Education Act 1996

Health and Safety at Work Act 1974, 1992.

Circular 10/98, 11/04 and 04/11 guidance

Operational Procedures for the use of Physical Intervention.

1. Ideally, the minimum number of staff available to deal with any incident would be two. The second person may not necessarily be involved physically but may act as a witness, offer advice and support as a critical friend or get more help if required. If using a 2 person hold, another person will be brought in as advocate if possible.
2. Staff who have completed the initial training and undergone annual refreshers are given a certificate authorising them to use physical intervention techniques for which they have demonstrated competence.
3. It is the aim that calm, controlled de-escalation techniques account for 95% of the intervention necessary to allow our pupils to regain control. Physical intervention is a last resort positive strategy which should represent only 5% of incidents requiring intervention.
4. Positive, trusting relationships form the basis of our care and teaching strategies. Physical intervention relies on techniques which do not involve

any form of locks-or pain to gain compliance. Accidental injuries can happen during physical interventions where the level of violence or lack of control requires a proportionately high level of force to contain the situation. In extreme circumstances bruising may occur but this should not be seen as malpractice on the part of the staff but is an unfortunate and infrequent side effect of keeping the child safe. Any injuries will be recorded on incident report forms.

5. Some children in school will have an individual behaviour plan and/or personalised risk assessment which documents the child's triggers and best de-escalation techniques for that child. These will be reviewed after each incident. Techniques that may be used include;
 - Time out – Pre-arranged strategy with child who has designated time alone away from the situation.
 - Withdrawn - Removed from the situation by a member of staff but observed and supported until they are ready to resume.School will not use seclusion where children are forced to spend time alone against their will.
6. Statistically it has been found that pupils who are involved in more than one physical intervention in one day will be involved in further incidents. Therefore:
 - Children having two restraints in a 12 hour period will be sent home if possible. This is defined as a second restraint which occurs at least 40 minutes after the first. A meeting will be held the following day and a risk assessment completed to support the child and avoid further restraints.
 - If a child has more than four restraints in a term parents will be invited in for a risk assessment.
 - Prolonged restraints of more than 20 minutes may require the help of outside agencies, i.e. parents, carers, police, social services, in order to resolve the situation.
7. Physical Intervention forms must be completed on the same day and a copy uploaded to CPOMS and given to parents.
8. Following any physical intervention when the child has regained control and is in a calm, rational state a follow up discussion should take place for the purpose of repair, reflection and review and so that learning can take place which would avoid the situation happening again in the future and positive relationships maintained. This may require additional recovery time before taking place and will vary for each individual child.

Staff should be aware of their own physical and emotional state following a physical intervention. They may need time for adrenaline to dissipate prior to going into another challenging situation. The duty of care to colleagues and the wider team extends to recognising when they are in need of a period of repair and reflection and to facilitate this. If a member of staff is unhappy with a physical intervention they can make either the

Headteacher or member of staff responsible for Positive Handling to express their concern.

9. Physical interventions are monitored by the Head Teacher and governors. These may result in further dialogue related to the intervention and/or further training for staff.
10. A record of each physical intervention is numbered and kept in a file which is maintained and archived for 75 years.

CONCLUSION

Physical Intervention is a planned positive intervention for out of control or violent behaviour when other de-escalation or limiting options have been exhausted. Through regular training, professional response and effective monitoring the risk of pupils or staff being injured is reduced and the positive relationships which exist between staff and pupils are maintained.