

# FIRTHMOOR PRIMARY SCHOOL



## Behaviour Policy

Policy Version Control	
Policy reviewed by	Helen Ashton, Headteacher
Policy reviewed	Spring 2026
Next Review	Summer 2026

## Appendices

- 1 – Firthmoor Consistencies
- 2 - Rewards
- 3 – Addressing Behaviour Concerns
- 4 – Physical Intervention of pupils

## Introduction

*“Good behaviour is a necessary condition for effective teaching and learning to take place.”*

In Firthmoor Primary School, we expect high standards of behaviour by developing codes of conduct that are based on shared values, supported by a system of rewards and, where necessary, sanctions.

We believe that it is important that our school should educate and guide children into making an informed choice between right and wrong. We also believe that we have a responsibility to society to help children to become responsible citizens.

This policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. We also hold an Anti-Bullying Policy, which is available on our website

## Aims

- To create a school ethos where good behaviour ensures effective learning
- To create an environment which encourages and reinforces good behaviour
- To ensure consistency of approach to behaviour expectations and strategies throughout the school
- To promote self-discipline, respect and positive relationships

In order to achieve our aims, we:

- Recognise and reward positive behaviour
- Provide children with strategies to enhance positive behaviour
- Support families of children with behavioural concerns
- Work alongside other agencies to provide extended support services for staff and families

## School Ethos

Adults in school have an important responsibility to model high standards of behaviour, as their example has an important influence on the children.

We aim to:

- Encourage relationships based on kindness, respect and understanding of the needs of others whilst promoting good role models
- We ensure fair treatment for all regardless of age, gender, race, ability and disability

We support children at times when difficult events happen in their lives, such as domestic violence, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience.

We work in partnership with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour.

### **Governing Body Written Statement of Behaviour Principles**

- Every pupil has the right to feel safe, respected and free from discrimination.
- High expectations of conduct apply at all times.
- Sanctions must be lawful, reasonable and proportionate.
- Positive behaviour should be promoted and recognised.
- Pupils with SEND must receive reasonable adjustments.
- Bullying, child on child abuse, sexual harassment or violence must never be minimised.
- Staff powers relating to searching, screening, confiscation and reasonable force must be clearly outlined.
- Suspensions and exclusions will only be used as a last resort and according to statutory procedures.

### **Roles and Responsibilities**

#### **The Governing Body**

- Ensures the school has an effective, lawful behaviour policy.
- Monitors the impact of behaviour systems, including suspensions and exclusions.

#### **The Headteacher**

- Implements the policy in line with statutory duties.
- Ensures consistent staff practice and appropriate CPD.

#### **All Staff**

- Uphold and model behaviour expectations.
- Apply rewards and sanctions consistently.

#### **Parents/Carers**

- Support the school's behaviour expectations.

#### **Pupils**

- Follow school rules and routines.
- Show respect to peers and staff.

### **The Curriculum and Learning**

We believe that effective learning contributes to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to promote good behaviour.

### **Classroom Management Procedures**

Relationships between adults and children, and strategies for encouraging good behaviour have a bearing on the way children behave. The classroom environment also gives clear messages to the children about the extent to which they and their efforts are valued.

- Teaching methods should encourage enthusiasm and active participation for all.
- Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others.
- School rules, rewards and consequences for behaviour expectations should be explained to pupils at the start of each school year and revisited on a regular basis
- Clear instructions using positive language should be used.
- Adults should use a calm but firm manner when dealing with behaviour issues.
- The class environment should be conducive to on-task behaviour.
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

## Expectations

In line with DfE expectations for a whole school behaviour culture, Firthmoor communicates expectations through:

- Explicit teaching of routines at the start of the year and revisiting Firthmoor Consistencies regularly.
- Assemblies and PSHE curriculum.
- CPD for all staff.
- Inclusion in staff and parent induction materials.
- Clear displays of rules and expectations.

Our expectations of pupils in our school are;

- Arrive on time to lessons/classes
- Listen carefully and respectfully to the teacher
- Treat others with respect and consideration at all times
- Move sensibly and calmly around the buildings and grounds
- Never make hurtful comments to others
- Violence of any form is not acceptable

Our Firthmoor Consistencies (*Appendix 1*) are reviewed every half term with pupils and staff to ensure that everyone understands our expectations.

## Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than a focus on negative behaviour which impacts upon learning. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

The most common reward is praise.

Our reward system is designed to recognise all children. As well as whole school strategies (*Appendix 2*) staff may use a variety of rewards appropriate to their own class or group e.g. table points/raffle tickets.

## Addressing behaviour concerns

Although rewards are central to the encouragement of good behaviour, there is also a need for sanctions (*Appendix 3*). All staff have a shared responsibility for maintaining high standards of behaviour throughout the school.

Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

It must be clear why addressing behaviour concerns quickly and effectively is a whole school responsibility. School staff may confiscate pupils' property and request that a responsible adult collects it from school at an appropriate time

## Reflection

Children who are still not following classroom rules after a period of "time out" are given time away from the classroom to reflect on their behaviour, accompanied by a member of support staff or the school's Inclusion Officer

- Parents are informed and KS2 children make up for lost learning time
- The child is given the opportunity to discuss with an adult how they might modify their behaviour

## Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher and only as a last resort. For further information please refer to the Suspensions and Exclusions Policy.

<https://firthmoor.org.uk/wp-content/uploads/2026/03/NLLT-Suspension-and-Permanent-Exclusion-Policy-September-25-1.pdf>

### Parental Partnership

We place a high priority on positive partnership with parents since this is crucial in promoting and maintaining high standards of behaviour.

Each term parents will be offered the opportunity for face to face discussions on their children's overall progress. Where behaviour is causing concern, parents will be informed at the earliest stage. Their involvement will be sought in devising a plan of action which may include guidance from extended support services.

### Young Carers

Children identified as young carers will receive additional support where necessary and have access to the designated young carers' leads in school

### Playground Behaviour

We recognise that the consequences of poor playground behaviour can adversely affect classroom learning.

We provide a high level of supervision during break times as well as a varied selection of playground equipment and games. The school also has free use of the community multi-games area which is used on a rotation system by the pupils as well as part of our reward system.

If a child demonstrates unacceptable behaviour at playtimes sanctions will apply and are monitored, which may result in removal from the playground.

### Child on Child abuse – Including sexual violence and sexual harassment between children

Child on child abuse can take many forms and any concerns will be taken seriously, investigated and dealt with appropriately. **No child on child abuse, sexual violence or sexual harassment is tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support.** Our procedures in school ensure staff are able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. There should be an awareness that even if there are no reported cases, this doesn't mean it's not happening.

All staff are aware that safeguarding issues can manifest themselves via **child on child abuse**. This is most likely to include, but may not be limited to:

- **bullying** (including cyberbullying);
- **physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- **sexual violence**, such as rape, assault by penetration and sexual assault;

- **sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, flicking bra straps, lifting up skirts, grabbing bottoms, breasts and genitalia which may be stand-alone or part of a broader pattern of abuse;
- **upskirting**, typically involves taking a picture under a person's clothing without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence and anyone of any gender can be a victim
- **sexting** (also known as youth produced sexual imagery); and
- **initiation/hazing** type violence and rituals.

*Note: Where behaviour concerns indicate a safeguarding risk (including child-on-child abuse), staff must follow the Safeguarding & Child Protection Policy and notify the DSL/Deputy DSL for oversight, recording and next steps.*

### **Anti-bullying**

We believe that all children have the right to feel confident, safe and secure in our school. It is the responsibility of all adults to make sure we teach our children and help them to understand that words and actions that threaten, hurt or upset others are not acceptable.

All incidents of bullying are taken seriously and dealt with to ensure our children's feelings are respected. The Inclusion Officer facilitates discussion between pupils following friendship disputes and suspected bullying incidents to promote good child relationships

It is extremely important that our families feel they can trust us to resolve problems fairly and will be kept informed of actions taken to resolve the incidents.

### **Mobile Phone Policy (DfE 2026 Guidance)**

Firthmoor aligns with the DfE's requirements on mobile phone use in schools:

- Pupils must not use or access mobile phones during the school day.
- Phones should not be brought unless agreed by the Headteacher.
- Phones permitted for safeguarding travel must be handed in on arrival.
- Any phone seen or heard during the school day will be confiscated and returned to a parent.
- Repeat breaches may result in additional sanctions.

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

Firthmoor Primary School follows DfE statutory guidance for searching, screening and confiscation.

#### **Searching**

Authorised staff may search pupils (with or without consent) for:

- knives or weapons
- alcohol or drugs
- stolen items
- fireworks
- tobacco, vapes, cigarette papers
- pornographic/inappropriate images
- items intended to cause harm or disrupt
- any item banned by the school rules

#### **Screening**

Pupils may be screened whether or not there is suspicion.

**Confiscation**

Unsafe or inappropriate items may be confiscated; items are handled according to DfE guidance. Records of searches are kept and monitored.

**Malicious Allegations**

The school is committed to ensuring that all pupils feel safe to report concerns about the behaviour or actions of others. We take all allegations seriously and investigate them promptly, fairly and in line with safeguarding procedures.

However, the school also recognises that, on rare occasions, allegations may be found to be deliberately false or malicious. Where an investigation determines that a pupil has made an allegation that they knew to be untrue, the following principles will apply:

**Support and Education**

The pupil will be offered an opportunity to discuss the reasons behind their actions and to reflect on the impact that making a false allegation may have on others.

Staff will provide guidance to help the pupil understand the importance of honesty, responsibility and respectful relationships.

**Appropriate Consequences**

Malicious allegations are considered a serious breach of the school's behaviour expectations.

Sanctions will be applied in line with the school's behaviour framework, taking into account the child's age, needs and understanding.

Consequences may include restorative conversations, loss of privileges, or other proportionate measures.

**Support for Affected Staff and Pupils**

The school will ensure that any member of staff or pupil affected by a malicious allegation is offered appropriate pastoral support.

**Safeguarding Considerations**

If a malicious allegation raises wider concerns about a pupil's wellbeing or experiences outside school, relevant safeguarding procedures will be followed.

**Communication with Parents and Carers**

Parents and carers will be informed if their child has made a malicious allegation and will be involved in any follow-up support or actions unless doing so would place the child at increased risk.

The school remains committed to fostering an environment where pupils feel confident to raise genuine concerns, while also reinforcing that deliberately false allegations are unacceptable.

**Safe Handling of Children**

Physical intervention is avoided unless absolutely necessary and may be used under the following circumstances:

- To prevent a child committing an offence.
- To prevent a child harming/injuring themselves or others.
- To prevent a child damaging property.

If a member of staff ever needs to intervene physically they will follow the school's Physical Intervention Guidance (*appendix 5*)

In certain circumstances, school staff retain the right to manage the behaviour of pupils who display inappropriate behaviour when they are not in school, e.g. on the way to and from school premises.

All physical interventions will be recorded and reported to parents and monitored by the Governors.

## **Inclusion**

As a school, we consistently and fairly promote high standards of behaviour for all, whilst recognising that some children may require additional support in order to achieve and learn well. As a school, we do not accept SEND as an excuse for poor behaviour, but will consider whether an individual's needs may contribute to their misbehaviour, making reasonable adjustments as appropriate.

The Equality Act 2010 requires schools to ensure children are treated fairly and to make reasonable adjustments to ensure that all children can access their education. These protections apply equally to policies on behaviour.

As an inclusive school, we understand that for some children following our behaviour expectations is beyond their developmental level, and we are committed to taking reasonable steps to ensure the inclusion of a child with challenging behaviour (Section 9.92, SEND Code of Practice, 2015). In this case, these children will have access to a personalised approach in addressing their needs through the creation of bespoke positive behaviour support plans, which are linked intrinsically to the whole school consistencies of Ready, Safe, Kind. These plans will be written by the class teacher alongside the SENDCo and in partnership with parents and, where appropriate, other outside agencies. Should children's behaviours improve enough for them to be removed from their personalised behaviour plans, they will be re-introduced to the whole school expectations of Ready, Safe, Kind. This will be done in a supportive way and will be monitored to ensure that it is effective.

As part of our duties, we will endeavour to identify any triggers, although we recognise that this may not always be possible, and will put support in place in order to prevent these, for example movement breaks for a child who finds it difficult to sit still. Any preventative measures we take will consider the specific need of the individual child in question.

Rather than isolating children who may struggle to regulate their behaviours, we have provided children with a 'calm space' in which they can separate themselves from their peers in a calming, quiet space until they have regulated their senses and are ready to reintegrate themselves back into the classroom environment. This separation space is not used as a sanction.

As a school, we have designated staff who have been suitably trained to support children who may be struggling with their behaviour. This support may come in the following forms:

- Taking part in the ELSA intervention sessions- providing children support for their emotional wellbeing.
- Receiving bereavement support from a trained staff member.

## **Legal and Statutory Framework**

This policy and addendum are aligned with:

- Behaviour in Schools (GOV.UK)
- Behaviour in Schools: Advice for Headteachers and School Staff (2024)
- Behaviour and Discipline in Schools: Guidance for Governing Bodies
- Searching, Screening and Confiscation (DfE)
- DfE guidance on suspensions, exclusions and reasonable force

## Appendix 1

### Firthmoor Consistencies

#### Be Ready, Be Safe, Be Kind.

##### General

Adults catch children making the right choices; giving specific praise and rewarding behaviour that is over and above.  
All adults follow up on behaviour every time, retaining ownership.  
Adults praise in public and reprimand in private.  
Adults explicitly teach, model and practise the behaviours expected of the children.

##### Uniform

All children in plain or 'Firthmoor logo' red jumpers, white or pale blue shirts or polo shirts, black or dark grey trousers/plain leggings, shorts or skirts, school shoes or trainers. Make-up, false nails and eyelashes are not appropriate.

Jumpers are not to be tied around waists they are to go on pegs or on chairs.

T-shirts are tucked in.

PE Kit – must be black joggers/leggings or shorts and a red t-shirt with a red sweatshirt.

No earrings for PE and only studs for school.

Phones and smart watches should not be used in school. They need to be switched off and handed into the office or to the class teacher.

No backpacks, handbags or pencil cases or oversized water bottles.

Only water to be brought into school.

##### Classroom

Adults meet and greet children as they enter the classroom/school.

A visual timetable is shared with all pupils every day.

Re-cast correct grammar for pupils. Expect pupils of appropriate ages/stages to know the appropriate spoken grammar.

Seating – bottom to the back of the chair and chair pulled under, feet flat on the floor.

Turn off any unneeded lights, computers etc.

Children and adults work together to ensure classrooms are tidy and organised.

Adopt a 'positive practice' approach – pupils are expected to repeat an action to show the correct behaviour e.g. re- entering a classroom in the appropriate manner

5:1 ratio of positive to negative comments

When school becomes aware of a negative change in circumstance, they act to increase the positive influences e.g. counselling

### Firthmoor Consistencies

#### Be Ready, Be Safe, Be Kind.

##### Lunch Hall

Use a knife and fork.

Wait until your mouth is empty to speak.

Place your knife and fork together when finished.

Make sure food is swallowed before leaving the hall.

##### Playtimes

Staff are prompt to go outside, open areas and set up games and equipment.

Staff have a specific outside zone to be responsible for.

This includes setting up activities, overseeing activities and ensuring pupils are making safe choices.

Staff to take the first aid bag outside.

Broken outdoor play resources to be taken to the office.

Only penny floaters/sponge balls to be used outside – no hard footballs.

Children to line up, one behind the other and facing the front to walk into school calmly and quietly.

##### Corridors – Fantastic Walking

Children are reminded of the school expectations before leaving the classroom.

An adult leads and one follows where possible.

Lines remain standing in assembly until asked to be seated (any changes to seating arrangements can then easily be made).

Adults remain standing until all children are seated.

Adults model entering and exiting the hall silently.

Any children talking in assembly are moved to the end of the line by the teacher.

All adults take responsibility for dealing with any inappropriate behaviour in school.

Pupils must keep to the left and remain one behind the other so that people can get past.

Pupils must walk sensibly and quietly.

Pupils must line up quietly and one behind the other facing the front before they are able to come in from playtime.

# Rewards



- Acknowledgement - a smile or verbal praise
- Time with the teacher/TA
- Stickers or certificates
- Class treats - such as 5 mins extra playtime
- Notes or a phone call home
- Pupil of the Week award



## Addressing Behaviour Concerns

- Recognition of issue - a look or moving closer to the child
- Re-directing to task - revise task or expectation
- Move seat in the classroom
- Quiet 1:1 discussion to address issue
- 1:1 discussion to address issue in pupil's own time
- Contact with parent
- Consult with member of SLT/IO - further sanctions may include:
  - Missing playtimes
  - HT discussion with child
  - Meeting with parents

## Appendix 4

### **Positive handling of pupils / physical ‘intervention’ guidance**

#### **Introduction**

The term ‘Positive Handling’ includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a student. The term ‘physical restraint’ is used when force is used to overcome active resistance. These are referred to as ‘Restrictive Physical Interventions’ in National Guidance (DfE “Use of Reasonable Force” – A Guide for Headteachers, Staff, and Governing Bodies; July 2013)

A clear and consistent positive handling guide supports pupils who have social, emotional and mental health difficulties within an ethos of mutual respect, care and safety. Pupils experiencing social, emotional and mental health difficulties sometimes present a risk to themselves and others. Section 93 of the Education and Inspections Act 2006 describes the circumstances in which teachers and others authorised by the respective academy’s Principal may use reasonable force to control or restrain students. Examples of when such action may be reasonable are to prevent pupil from doing, or continuing to do, any of the following:

- injuring themselves or others
- causing damage to property (including the pupils own property)
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere
- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)

This guide details how we implement the guidance across the school. It should be considered alongside LA policy statements and national guidance to help staff ensure that any actions they take are reasonable, proportionate and absolutely necessary.

#### **Who can use reasonable force?**

The Act allows all members of school staff and other people who have been authorised by the Headteacher to have control or charge of pupils, such as volunteers or students. Staff should make reasonable adjustments for disabled children and children with special educational needs (SEN).

In normal practice, only staff who have undergone specific training in the use of physical intervention will restrain pupils.

The school takes its duty of care towards students, employees and visitors to the academy/school very seriously. Staff protection is an important part of student protection; both depend on confident and competent staff who feel supported by the management.

- The first and paramount consideration is the welfare of the students in our care.
- The second is the welfare and protection of the adults who look after them

## Practical considerations

All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour.

Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence bad behaviour and taking steps to divert behaviours leading towards foreseeable risk. Pupils are encouraged to participate in the development of their own behaviour management by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

Before intervening physically, a teacher can, wherever practical, still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

## Well Chosen Words

A well-chosen word can sometimes avert an escalating crisis. When students are becoming angry there is no point in getting into an argument. Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

## The Last Resort Principle

At this school we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

*“If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future.”*

*Para 10 Page 4 Department of Health – 1997 – “The Control of Children in the Public Care: Interpretation of the Children Act 1989” – London: H M S O*

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

If physical intervention is necessary it may take several forms. It might involve staff:

- physically interposing between pupils or blocking a pupil's path
- leading a pupil by the hand or arm
- moving a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds (only by trained staff)

Staff should always try to deal with a situation through other strategies before using physical intervention.

### **Proactive Physical Interventions**

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

### **Reasonable and Proportionate**

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported. When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

### **Unreasonable use of Force**

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs).

Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded (for instance in a room). Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this school.

### **Team Teach Training**

All staff working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the School Behaviour Policy. Team Teach training is always provided by qualified instructors with rigorous guidelines. Further details of the Team Teach training used by school can be found on the website: [www.teamteach.com](http://www.teamteach.com)

## Recording Incidents

It is important that there is a detailed written report of any occasion where physical intervention is used. It may help prevent any misunderstanding or misrepresentation of the incident, and where it will be helpful should there be a complaint. Immediately following any incident, the member of staff concerned should inform the Headteacher, a senior member of staff or the inclusion officer and provide a written report as soon as possible. This should include;

- the name(s) of the pupil(s) involved, and when and where the incident took place
- the names of any other staff or pupils who witnessed the incident
- the reason that physical intervention was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff)
- how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of physical intervention used, how that was applied, and for how long
- the pupil's response and the outcome of the incident
- details of any injury suffered by the pupil, another pupil or a member of staff and of any damage to property – if applicable

Following the completion of the report, the member of staff will to inform parents/carers of the incident involving their child, and give them an opportunity to discuss this further, if necessary.

## Follow Up

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the behaviour management policy.

## Risk Assessment

Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else. Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned. Confidence and competence are often related to the level of staff training.

Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this the correct decision is to hold back from the physical controls.

## Complaints

A dispute about the use of physical intervention by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under the child protection procedures. DfEE Circular 10/95: Protecting Children from Abuse gives guidance about the latter, and about procedures for dealing with allegations against teachers.

The possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action brought by a pupil or parent, cannot be ruled out. In those circumstances it would be for the disciplinary panel or the court to decide whether the use and degree of physical intervention was reasonable in all the circumstances. In that event, however the panel, or court, would have regard to the provisions of section 550A.