

# Cupernham Infant School



*“Together We Care, We Learn, and We Achieve”*

## Behaviour Policies & Guidance

Includes:

- general behaviour policy,
- use of restrictive physical practice
- antibullying policies

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## Behaviour Policy

### Rationale

Cupernham Infant School is an inclusive school that is committed to protecting everyone’s rights to feel safe, value and respected. We strive for a school community that fosters mutual respect and trust for all members.

Positive behaviour and attendance are the foundations for effective learning and are vital to creating an environment in which children can thrive in all aspects of their development.

We do not leave this to chance and the aim of this policy is to outline our expectations for behaviour and provide guidance in nurturing and developing a culture of positive behaviour throughout the school and our community.

Three key documents contribute to this policy:

- The **behaviour policy** contains information about processes and systems used to promote positive behaviour and guidelines for behaviour management within the school. It contains procedural information for staff and parents when behaviour concerns are raised and outlines specific approaches used in these situations. It includes information related to the use of restrictive physical intervention.
- The **Restrictive physical intervention policy** outlines when and how physical intervention can be used as a behaviour management strategy within the school
- The **anti-bullying policy** focuses specifically on bullying behaviour; defining key concepts and outlining processes for preventing and managing this behaviour within Cupernham Infant school.

## Aims

The aim of these policies is to set the expectations for behaviour within the school community. It is our intention that the principles and philosophy which underpin this policy become deeply embedded within the culture of Cupernham Infants.

This means adults in the school will:

- have positive expectations of children's behaviour and always speak to the child in a positive manner;
- show children, by example, how to treat others with tolerance and courtesy and to move around in a calm and controlled way;
- work to develop relationships between the child, the parent and any member of staff;
- emphasise positive behaviour management strategies such as praise and rewards
- help to raise children's self-esteem by valuing their varied contribution to school life;
- support all children, regardless of difference and need, to be able to demonstrate positive behaviour and thrive in the learning environment with their peers;
- create an ethos of listening to pupil concerns, and respond to individual needs;
- encourage children to develop concepts of fairness and compromise in playground activities;
- help children to develop appropriate ways of dealing with conflict by encouraging discussion and allowing children to express their feelings;
- match the curriculum to the pupils' needs;
- ensure that expectations and procedures are clearly understood;

## Policy Development

This policy has been developed in collaboration with staff, governors and parents and has taken pupil voice into account.

The content is informed by the following documents:

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › The governor written statement of behaviour principles

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## **Roles and responsibilities**

### **The governing board**

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **The headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

## Teachers and staff

### Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## The Cupernham Infant School Rules



At Cupernham Infant School,  
we are:

### Ready, Respectful & Safe

1. Be **ready** to learn and show pride and staying power in your work.
2. Be **respectful** towards everyone, towards property and the school environment
3. Be **safe** and make the right choices, both in and out of school



## ***“We are Ready, Respectful, Safe”***

Cupernham infant school has three school rules based on the philosophy of “treat other people as you would like to be treated yourself”:

### **1. I will be ready to learn and show pride and staying power with my work**

This means: Children are ready for learning, they arrive at school on time, they have the correct uniform, they have their equipment ready, they show that they are listening and their minds are ready to try their very best.

### **2. I will be respectful towards everyone, towards property and the school environment**

This means: Children are listening when others speak and they respect the property of their friends and the school. They respect that other people have different ideas, beliefs and backgrounds to our own. They respect that people may look different and have different needs but we all feel the same emotions.

### **3. I will be safe and make the right choices both in and out of school**

This means: Children are safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part. They move around school in a safe manner, they follow instructions to keep themselves safe, they use equipment safely, stay safe online and make safe choices in our community.

## **Promoting the school rules**

All aspects of the behaviour policy are encompassed by these three statements.

The Cupernham school rules are displayed in classrooms and around the school, including the playground and school hall, to provide a visual reminder of the behaviour expectations.

Our approach to behaviour management at Cupernham Infant School goes beyond a simple enforcement of rules. Every interaction between adults and children is underpinned by our core belief in these rules. Staff will work to make behaviours linked to these rules explicit by highlighted examples of positive behaviours - noticing and commenting when children are demonstrating readiness, respect and safety in specific classroom and playground situations.

These rules are also used as question prompts to scaffold children’s understanding of positive behaviour and reflect on their own behaviour. For example: “Are you **ready** to learn?”, “Are you being **respectful**?” and “Are you being **safe**?”



The school takes a developmental approach to embedding the school rules within the classroom:

- In Year R (Foundation Stage) there is great emphasis placed on working together to create a secure, happy and calm learning environment with clear routines and expectations. Personal, Social, Emotional Development is central to the Foundation Stage, particularly in relation to boosting self-esteem and expression whilst learning together co-operatively.
- In KS1 there is an emphasis rewards and sanctions, with increasing emphasis on encouraging children to take responsibility for their own behaviour. As children mature, they have a greater appreciation of the consequences of actions for themselves and for others. They also have greater opportunities for taking class responsibilities.

Outside of the classroom, the following approaches are used to embed the school rules in the playground and at lunchtime:

- We expect all children to behave in a positive and courteous manner towards each other and all staff who support them at play
- There is a member of staff on duty who will ensure that playground equipment is used safely and that the children take responsibility for equipment (a rota system may be used as necessary)
- Children understand that they must not leave the playground without asking an adult on duty
- Children are reminded not to play any game that puts themselves or others at risk
- Children line up quietly when they see staff signalling them to stand still and listen, collecting and clearing away any equipment. They walk calmly in as directed by staff.
- If there is an accident in the playground, duty staff may send a child in for assistance (the majority of support staff are trained first-aiders)
- Midday Supervisory Assistants (MSA's) ensure that the children enter the lunch hall calmly. On entering the hall, children either line up for school dinners or find a space at their table.
- Children show respect for others in how they eat and use cutlery properly. They clear all waste away and raise their hand to ask to leave when finished.
- Children are directed by MSAs in clearing away and going out to play.
- Information is shared between MSA's and teaching staff to ensure continuity and consistency of support.
- Stepped sanctions (see below) will be used where needed to ensure that any inappropriate behaviour is consistently and proportionately responded to
- All staff are responsible for recording behaviour incidents using CPOMS.

## **Roles within the school that promote a positive behaviour culture**

There are several roles within the school that aim to promote a culture of positive behaviour:

- Playground Pals
- Pupil voice
- Rewards for positive behaviour
- Whole school events such as sports day
- Opportunities for parents/carers to come and celebrate achievements within the school

## Positive Behaviour Management

At Cupernham Infant School, we aim to manage behaviour in a fair and consistent manner.

Extensive research and examples of good practice demonstrate the benefits of rewarding positive behaviour over punishing and penalising negative behaviour in creating behavioural self-control and appropriate behaviour for the school environment.

Our focus is on promoting positive behaviour first and foremost with robust and fair sanctions for modifying inappropriate or disruptive behaviour where needed. Children who are happy and motivated at school will take on responsibility for their own learning.

- Setting expectations for behaviour and managing behaviour are the responsibilities of all staff in the school. This should be done through consistent and explicit praising of expected and good behaviour whenever it is encountered, and reminding children of expectations for behaviour whenever behaviour does not match the schools three rules.
- Within the classroom, expectations for behaviour should be consistent and clearly explained, taught, and modelled to the children
- every adult working with children will encourage good behaviour through modelling positivity and demonstrating respect for all
- Praise and encouragement should be at the heart of the classroom ethos so that children become confident in the setting and develop their self-esteem
- Strategies for praise and rewards should be clearly evident and consistent within classroom practice
- The reasons for a reward should always be clear in order for it to have a consistent impact on the child receiving the reward and others in the class
- Whilst it is always appropriate to reward a child whose behaviour has recently improved, care must also be taken to ensure that those children whose behaviour is always good are appropriately rewarded also

### Rewards used at Cupernham Infant School:

- Verbal praise (either private or shared with the class)
- Stickers
- Hot chocolate award
- Secret Superstar Certificates
- Postcard/Letters home to parents
- Individual/group privileges and responsibilities

### Behaviour as communication

At Cupernham Infant School we recognise that nobody acts in desirable or appropriate ways 100% of the time. However, we understand that behaviour is a form of communication. The way a person behaves can tell us about what the person needs or wants. The key to understanding the cause of any behaviour it to identify the causes and intended consequences of such behaviour.

We recognise the importance of responding to a child's communication of needs/wants and modifying/shaping behaviour so that children can learn to appropriately communicate their needs and wishes whilst upholding the school rules of **Ready, Respectful, Safe**.

Some examples of behaviour that may be used to inappropriately communicate needs and wishes within the school environment are:

Calling out, refusing an adult, rough play, kicking, hitting, fighting, damaging school property, swearing at a child or adult, or using inappropriate language.

We recognise that children vary in their ability to communicate their needs and wants for many reasons. Please refer to the 'Responding to misbehaviour from pupils with SEND needs' section of the policy for further information regarding supporting the needs of all our learners.

## Stepped sanctions

Engagement with learning is always our primary aim at Cupernham Infant School. For the vast majority of our learners a gentle reminder of the three school rules is all that is needed. However, Cupernham Infant School believe in the use of stepped sanctions to respond to persistent inappropriate or unsafe behaviours in a proportionate and consistent manner. The following approach is taken from the work of Paul Dix (Behaviour Specialist and education advisor) "When Adults Change Everyone Changes". These should be applied consistently across classroom and playground settings.

1. Numerous '**drive bys**' to have taken place before stepped sanctions – this is when the class teacher or additional adult regularly recognises and praises positive behaviour.
2. **A non-verbal reminder** – such as a gesture or facial expression used to discretely highlight the behaviour and offer the child to reflect and modify their own behaviour
3. **A quiet verbal reminder** – a verbal prompt related to the school rules (e.g. "are you ready to learn?") which encourage the child to modify their own behaviour
4. **A private verbal warning** – adults to highlight the specific behaviour, identify the unmet need and reflect this back to the child with a prompt for an appropriate way to meet that need (e.g. "do you remember when.....? That's the behaviour I expect from you".)
5. **Time out within the class/playground (moved places)** – the adult should identify and describe the behaviour and explain the rationale for moving the child within the classroom/playground and the duration of this move (e.g. I have noticed you use rude words. You are breaking the school rule of being respectful. You will now go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.")
6. **Time out with a partner class (within the year group) or away from the playground** – as above, the rationale and duration of this consequence should be explained to the child.
7. **Informal contact with parents** (where appropriate) – this provides an opportunity to further understand the causes for behaviour and for a consistent approach to manage behaviour at school and at home.
8. Class based behaviour plan – shared with parents by the class teacher and Phase leader.
9. Report to Phase Leader relevant SLT member – a phone call home or a meeting after school will be arranged to discuss the incident and ways forward.
10. Refer to Headteacher/Deputy Headteacher – they will contact parents or both sets of parents by telephone
11. **Formal contact with parents** (where appropriate) – The Headteacher or Deputy Headteacher will arrange a formal meeting with you in school to discuss the incident and plans moving forward.
12. Individual behaviour report - this is when a child may need an enhanced and personalised approach to behaviour modification. At times there should be a clear understanding of behaviour expectations and the consequences for praise and sanctions.

### 13. Follow LEA exclusion procedures (if and where appropriate) - Click [here](#) for details

The use of sanctions will be documented on CPOMS to allow a comprehensive record of behaviour including the contexts in which these behaviours occur and the strategies used to modify behaviour.

A member of the senior leadership team will regularly review CPOMS data to identify patterns in behaviour and provide appropriate further support as required at the earliest opportunity.

## **Responding to misbehaviour from pupils with SEND**

### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones) where pupils can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **Serious incidents**

This type of behaviour may include:

1. Continued and deliberate defiance
2. Fighting or deliberately hurting others
3. Running out of the classroom and/or off the premises
4. Deliberate damage to equipment
5. Abusive language
6. Actions which are deemed to be dangerous to self or others

In the unlikely event of 'serious incidents', the safeguarding policy will be implemented with immediate effect to ensure that all children and adults are safe.

A member of the senior leadership team should be informed at the earliest possible opportunity and should be recorded on CPOMS.

The Headteacher, or Deputy Headteacher reserve the right, if appropriate, to override the structure outlined above and may: a) inform parents directly in the event of unacceptable behaviour b) take immediate steps to safeguard others such as withdrawal from groups, activities, sporting events etc.

## **Restorative practice**

If behaviours persist or are not addressed using the stepped sanctions, the principles of restorative practice will be implemented to encourage self-reflection and conflict resolution; allowing the child to learn from their own behaviour and find a constructive way forward.

The restorative conversation will take place between the involved child/children and a trusted adult. The following 5 questions should be used to encourage self-discovery:

1. Why are we meeting?
2. Which of the three school rules did you not follow?
3. What were the reasons for you behaving in the way that you did?
4. How did your behaviour impact yourself and/or others?

5. What will you do next time so that you are following the Cupernham school rules?

It is understood that children will need varying degrees of support to answer these questions and it is expected that adults will provide prompts and praise for efforts during these conversations.

## **Recording behaviour**

Any behaviour requiring stepped sanctions should be recorded on CPOMS in the appropriate category. This will ensure that ongoing patterns of poor behaviour might be quickly identified and tackled more readily.

Significant positive achievements should also be recorded on CPOMS. (see appendix 2 for our behaviour log)

## **The role of parents**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Please **do not** use unofficial platforms for raising concerns about your child or another pupil's behaviour.

## **Involvement of Outside Agencies.**

In the case of sustained inappropriate or unsafe behaviour that has not been responsive to stepped sanctions, the school work closely with the Primary Behaviour Support Service and parents to access further support. We may also seek support from our colleagues in Educational Psychology, Speech and Language Therapy and Child and Adolescent Mental Health Services.

Parents/carers will be made aware of any requests for external support/consultation.

## **Sources of support**

Hampshire county council support for parents:

<https://www.hants.gov.uk/socialcareandhealth/publichealth/hampshirehealthineducation/keystages/earlyyears/behaviour>

NSPCC guidance for parents: [learning.nspcc.org.uk/research-resources/leaflets/positive-parenting](https://www.nspcc.org.uk/research-resources/leaflets/positive-parenting)

Young mind support for parents: <https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/challenging-behaviour/>

CAMHS - <https://hampshirecamhs.nhs.uk/>

## **Restrictive Physical Intervention Policy**

Guidance documented here is in line with our Child Protection and Equal Opportunities policies and with national and local guidance for schools on safeguarding children. Information is in line with the Hampshire County Council guidance for schools created by the Hampshire and Isle of Wight Educational Psychology and Physical Intervention Steering Group (2022)

There are rare instances where a child's behaviour presents particular challenges that may require restrictive physical intervention.

We describe restrictive physical intervention as:

Intervention that requires a member of staff to use intentional actions to restrict a child's movement against their will.

It does not refer to the general use of physical contact which might be appropriate in other situations, such as; giving practical guidance (for example in PE), providing emotional support when a child is distressed or providing physical care (for example first aid or toileting).

### **Principles of use**

- We would only use restrictive physical intervention where we judge that there is no reasonably practicable less intrusive alternative.
- We only use restrictive physical intervention where the risk involved in using force are outweighed by the risks involved in not using force.
- Restrictive physical intervention may be used only in the context of a well-established and well implemented positive behaviour management framework, with the exception of emergency situations.
- We would use restrictive physical intervention alongside other approaches such as distraction, relocation and offering choice and at the same time as using other approaches, such as saying, "Stop!" and giving a warning of what might happen next.
- Safety is always a paramount concern and staff are not advised to use restrictive physical intervention if it is likely to put themselves at risk.
- Staff take into consideration that the best interest of the child is paramount and this should then be weighed up against the safety and rights of others. To be confident in our judgements, we ensure staff are up to date with recent legislation and guidance of good practice in the area.
- When we need to use restrictive physical intervention, we use it within the principle of reasonable force. This means using an amount of force in proportion to the circumstances. We use as little force as is necessary in order to maintain safety, and we use this for as short a period as possible.
- The main aim is to maintain or restore safety for all.

### **When restrictive physical intervention might be used**

The use of restrictive physical intervention may be justified where a pupil is:

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:



1. committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
2. causing personal injury to, or damage to the property of, any person including the pupil themselves); or
3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

In most situations, our use of restrictive physical intervention is in the context of a prior risk assessment which considers:

1. What the risks are
2. Who is at risk and how
3. What we can do to manage the risk (this may include the possible use of restrictive physical intervention)

We use this risk assessment to inform the individual behaviour plan that we develop to support the child. If this behaviour plan includes restrictive physical intervention, it will be as just one part of a whole approach to supporting the child's behaviour.

### **Who can use restrictive physical intervention**

If the use of restrictive physical intervention is appropriate, and is part of a positive behaviour management framework, a member of staff who knows the child well should be involved, and where possible, trained through an accredited provider in the use of restrictive physical intervention. However, in an emergency, any of the following may be able to use reasonable force in the circumstances set out in Section 93 of the Education and Inspections Act (2006):

1. any teacher who works at the school, and
2. any other person whom the headteacher has authorised to have control or charge of pupils, including:
  - a. support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors; and

- b. people to whom the headteacher has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits).

At Cupernham Infant school, specific school staff members are trained in 'Team Teach' training through Hampshire County Council. This training is accredited by the Institute of Conflict Management (ICM). We ensure that staff have access to appropriate refresher training.

Staff with Team Teach training will lead on incidents which require physical intervention wherever possible.

## **Inclusivity**

We exercise appropriate care when using physical contact (there is further guidance in our Child Protection policy).

There are some children for whom physical contact would be inappropriate (such as those with a history of physical or sexual abuse, or those from certain cultural/religious groups) or those that would find physical contact in general particularly unwelcoming due to social or sensory needs.

We pay careful attention to issues of gender and privacy, and to any specific requirements of certain cultural/religious groups.

## **Types of restrictive physical intervention**

Any use of restrictive physical intervention by our staff should be consistent with the principle of reasonable force. Staff should not act in ways that might reasonably be expected to cause injury.

## **Recording and reporting**

We record any use of restrictive physical intervention as follows:–

- HCC Physical Intervention Record Form
- CPOMS
- We also inform parents by phone (or by letter or note home with the child if this is not possible).
- Personalised plan – review of need following serious incident?
- Record of training for staff members is kept and monitored
- Our governing body ensure that procedures are in place for recording significant incidents and reporting these incidents as soon as possible to the child's parents.

## **Reviewing and monitoring**

We recognise that it is distressing to be involved in a physical intervention, whether as the child being held, the person doing the holding, or someone observing or hearing about what has happened.

After a restrictive physical intervention, we give support to the child so that they can understand why it was necessary. Where we can, we record how the child felt about this. Where it is appropriate, we have the same sort of conversations with other children who observed what happened. In all cases, we will wait until the child has calmed down enough to be able to talk productively and learn from this conversation. If necessary, the child will be asked whether he or she has been injured so that appropriate first aid can be given. This also gives the child an opportunity to say whether anything inappropriate has happened in connection with the incident.

We also support adults who were involved, either actively or as observers, by giving them the chance to talk through what has happened with the most appropriate person from the staff team.

A key aim of our after-incident support is to repair any potential strain to the relationship between the child and the people that were involved in the restrictive physical intervention.

### **Concerns and complaints**

The use of restrictive physical intervention is distressing to all involved and can lead to concerns, allegations or complaints of inappropriate or excessive use. In particular, a child might complain about the use of restrictive physical intervention in the heat of the moment but on further reflection might better understand why it happened. In other situations, further reflection might lead the child to feel strongly that the use of restrictive physical intervention was inappropriate. This is why we are careful to ensure all children have a chance to review the incident after they have calmed down.

If a child or parent has a concern about the way restrictive physical intervention has been used, our school's complaints procedure explains how to take the matter further and how long we will take to respond to these concerns.

Where there is an allegation of assault or abusive behaviour, we ensure that the headteacher is immediately informed. We would also follow our child protection procedures. In the absence of the headteacher, in relation to restrictive physical intervention, we ensure that the deputy headteacher is informed. If the concern, complaint or allegation concerns the headteacher, we ensure that the Chair of Governors is informed.

Our staff will always seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally. This is not to be seen as necessarily a failure of professional technique but a regrettable and infrequent side effect of making sure the child and others remain safe.

If parents/carers are not satisfied with the way the complaint has been handled, they have the right to take the matter further as set out in our complaint's procedure.

The results and procedures used in dealing with complaints are monitored by the governing body.

# Antibullying Policy

## Rationale for policy

Every person has the right to feel safe and secure in our school. Bullying of any kind is unacceptable. At Cupernham Infant School, we are committed to providing a caring, friendly and safe environment for all our children so they can learn in a happy and secure atmosphere.

This policy outlines the processes and approach to bullying within Cupernham Infant School. The main objectives of the policy are:

- To foster a “whole school approach” to the prevention of bullying where everyone in the school community has a role to play.
- All staff, governors, pupils & parents should have a shared understanding of bullying
- Clear strategies for dealing with incidents of bullying in a comprehensive and consistent manner
- Clear procedures for reporting bullying should be understood and followed to ensure incidents can be dealt with swiftly and consistently
- The incidents of bullying within the school will be regularly reviewed

This policy should be read in conjunction with behaviour, safeguarding, PSHE, and confidentiality policies.

More information and guidance can be found on the KIDSCAPE website.

## Definition of bullying

There is no legal definition of bullying. However bullying is generally defined as ***‘the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.’*** ([Anti-Bullying Alliance](#))

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying behaviour can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Indirect** - Can include the exploitation of individuals.

Bullying is often aimed at certain groups, for example because of race, religion, gender or sexual orientation or those with special educational needs and disability.

## **Indicators of bullying**

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to or avoiding adults.

There may be evidence of changes in work patterns, reduced concentration or increased absence from school.

There may also be signs of acting out the behaviours that they have been subjected to with increases in bullying behaviours themselves.

All staff, governors and children must be alert to signs of bullying and act promptly and firmly against it in accordance with this policy.

## **Prevention: The Cupernham Infant School ethos**

At Cupernham Infant school we:

- celebrate difference and through our vision statement and curriculum want to ensure children are safe and have all the skills they need to be able to be an effective citizen;
- take the issue of bullying seriously and are committed to its elimination in the school;
- help children to understand the school's definition of bullying and discuss all aspects of the issue with them in an open manner;
- identify opportunities within the curriculum when direct teaching about bullying can take place;
- try to provide children with the personal skills likely to discourage bullying, for example using the growth mindset to develop personal resilience;
- keep abreast of current thinking on bullying and to incorporate new approaches as appropriate. This includes updated concerns related to e-safety and social media;
- involve, as appropriate, parents of victims and perpetrators with a view to finding solutions.

At the start of each school year, pupils will be reminded of the procedure they should follow if they encounter, or are the victims of bullying.

We use our PSHE programme throughout the year, and associated anti-bullying work, to reinforce clear messages regarding bullying to all children.

Our 'whole school approach' to preventing bullying uses the following methods:

- Instilling our vision and school rules in all children and creating a strong sense of school community
- Key lessons, circle time and discussions focusing on themes related to bullying
- Assemblies focusing on values and beliefs
- Posters around the school
- Provision of activities at breaktimes that foster teamwork and friendships and minimise inappropriate behaviour
- Year 2 play leaders
- Buddy systems between year groups
- Discussions in school council
- Timetabled support, including ELSA support for children with identified concerns

## **Managing bullying**

At Cupernham Infant School, we take all forms of bullying seriously and will deal with each situation individually.

### **Children**

Children in the school will be made aware of the following information:

Bullying is behaviour that intends to hurt someone and is repeated over time. It can be physical or emotional. It can include; name calling, hitting, pushing, spreading rumours, threatening or undermining someone repeated. It can be in person or online or on a phone.

If someone is behaving in this way to you or someone else, you should:

- tell the bully that you do not like what they are doing and that if they do not stop you will tell your teacher;
- tell your teacher or an adult you trust;
- stay with others you trust;
- try to ignore them and it will often stop;

When you talk to an adult in the school, they may want to write things down so they can see how often things are happening to you. Try to be clear about what has happened, who was involved, who might have seen what happened and what you have already tried to do about it.

### **Staff**

Staff should take all reports of bullying seriously. We should recognise the bravery of children disclosing potential bullying behaviour and ensure appropriate space and time to fully discuss children's concerns.

The following guidance should be followed:

1. Establish if definition of bullying can be applied to this situation.
2. Talk separately to each party and apply no blame strategy
3. Arrange a face to face if victim is happy for this to happen. The principles of restorative practice outlined in the behaviour policy should be followed. Concentrate on feelings and try to ask accused to come up with a solution including consequences for the behaviour. If the bullying is happening on the playground, consider ongoing adult supervision for an amount of time
4. Contact parents of both sides to tell them what's happening. With respect to their right to privacy, information will not be shared outside of those who are involved.
5. Log incidents and action taken using CPOMs.
6. Arrange to meet both parties again in a few days to ensure reflection and monitor any ongoing concerns

### **Parents**

We recognise that bullying can be very difficult to deal with and emotive for all involved. We believe that the most success occurs when all parties work together to overcome the problem.

If you suspect that your child has been the victim of bullying, we suggest you:

- Monitor possible indicators of bullying such as school avoidance, reduced learning performance, social withdrawal, behaviour changes and emotional distress
- talk calmly with your child about his/her experiences;

- make a note of what your child says e.g. who was involved, how often bullying has occurred, what and where exactly it happened;
- reassure your child that he/she has done the right thing to tell you and explain that it happens to many people at some time or other;
- help everyone to keep a sense of proportion;
- explain to your child that any future incidents should be reported immediately to a teacher;
- make an appointment to speak to your child's teacher and listen to the school's point of view – we may see a different side to the problem;
- try to agree a course of action with the school; remember that our priority is solving the problem, not retribution;
- stay in touch with the school and let them know if things improve or problems continue.

Parents may also find it useful to explore the resources shared at the end of this policy.

It is also possible that a parent has concerns about their child being a perpetrator of bullying. This can happen when children do not know it is wrong, are copying their friends, have not learnt more effective ways to interact with peers, have been bullied themselves, are encouraged by others or are going through a difficult time and expressing negative feelings.

If parents suspect their child is bullying others, they are encouraged to:

- talk with your child about what is happening and make sure he/she realises that it is unacceptable;
- build your child's self-image by giving lots of praise and encouragement, especially when he/she is co-operative or kind to other children
- discuss any concerns with the class teacher or member of senior leadership team to see if they share these concerns and develop shared understanding and management plan
- regularly check how things are going.

### **Adult Bullying**

We recognise that there could be occasions where adults are bullies-adult to child, or adult to adult.

Any incident where an adult bullies a child will be dealt with seriously. This may involve a parent/ carer or a member of staff. Incidents will be investigated by the Head and, if necessary, the Chair of Governors.

Any reported incidents of an adult being bullied by another adult will also be taken seriously, being investigated as above and, if necessary, with union representatives. If proven, appropriate action will be taken following HCC guidelines.

### **Governors**

The governing body supports the school's efforts to combat any bullying behaviour.

They ensure that the school's behaviour and anti-bullying policies are reviewed annually and updated regularly.

They will regularly review behaviour data using CPOMS and monitor the schools ongoing management of behaviour, including bullying.

## Concerns and complaints

If a child or parent has a concern about the way reported bullying behaviour has been dealt with, they are encouraged to speak with the staff members involved in the first instance. We also welcome any parent or child to speak directly with a member of the senior leadership team. Our school's complaints procedure explains how to take the matter further and how long we will take to respond to these concerns.

## Sources of support

The following resource provide additional information and support relating to bullying:

- Advisory Centre for Education - <http://www.ace-ed.org.uk/>
- KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204
- Parentline Plus 0808 800 2222
- Youth Access 020 8772 9900
- Family lives: online chat and helpline available to parents <https://www.familylives.org.uk/>
- Childline 0800 1111

Help and advice can also be found through the following organisations:

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk/](http://www.anti-bullyingalliance.org.uk/)
- NSPCC: [www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/](http://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/)
- Childline: [www.childline.org.uk/](http://www.childline.org.uk/)
- Young minds: [www.youngminds.org.uk/young-person/coping-with-life/bullying/](http://www.youngminds.org.uk/young-person/coping-with-life/bullying/)



## **Appendix 1 – Behaviour Principles**

### **Cupernham Infant School** **Written Statement of Behaviour Principles**

#### **Introduction**

##### ***Why we have behaviour principles***

Section 88 of the *Education and Inspections Act 2006* requires Governing Bodies to have a written statement of behaviour.

This means the Governing Body has a duty to produce, and review, a written statement of general principles to guide the Head teacher in determining measures to promote good behaviour and discipline amongst pupils. This is a statement of principles, not practice. This means this should be a clear written statement of the principles around which the School Behaviour Policy will be formed and followed.

This statement and the behaviour policy will be reviewed on an annual basis, unless changes at national or local level necessitate additional review.

##### ***Developing shared behaviour principles***

The Governors and Staff at Cupernham Infant School are driven by our vision; ***“Together we care, we learn and we achieve”*** and our values that strive to support and nurture every child to be successful life-long learners and well-rounded, caring individuals. At Cupernham Infant School, we value everyone as an individual, capable of growth, change and development. We believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

The document *‘Behaviour and Discipline in Schools – Guidance for Governing Bodies’ (DFE, July 2013)* has been used as a reference in producing this Statement of Behaviour Principles. In deciding on these Behaviour Principles, the Governors have consulted with parents/carers, school staff and the Headteacher to ensure that the principles are both relevant and appropriate for the school.

In agreeing on our school’s behaviour principles, we are collectively establishing:

- that we have adopted a behaviour focussed curriculum
- that policy is in accordance with the schools responsibilities under equality legislation
- agreement on working together to promote positive and respectful behaviour both in classrooms and around the school;
- a framework for consistently using behaviour strategies, sanctions and rewards

#### **Cupernham Infant School Behaviour Principles**

- Every child has the right to learn, and no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Procedures should consider the requirements of the *Education Act 2002* and *Keeping Children Safe in Education (2022)* guidance in relation to safeguarding and promoting the welfare of children.
- Cupernham Infant School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort.

Measures to protect children should be set out in the school's Behaviour and Equality policies, reflecting the duties of the *Equality Act 2010*.

- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times including when in the community.
- The fundamental approach is a positive one, drawing attention to and rewarding positive behaviour and mutual respect.
- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the school council (pupil voice) and in consultation with Staff and Parents.
- The school rules should be clearly set out in the Behaviour Policy and displayed around school.
- The school will communicate expectations of behaviour clearly to staff, children and parents.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/negative behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and student. Rewards and sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children.
- Support and assessment from external agencies should be available to support as necessary for pupils who display continued disruptive behaviour. Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Through lessons on the key areas of mental health and well-being, pupils will develop resilience which will impact on their positive learning behaviours.
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff or other adults will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Headteacher to include guidance and clarification for staff
  - a. on their powers to search for banned items (e.g. sharps, fire, cameras etc.)
  - b. to use of reasonable force (make physical contact with children),
  - c. and to manage behaviour outside school (e.g. when taking part in school organised activities, travelling to or from school)
- The Governors expect the responsibilities of children, parents/carers and school regarding behaviour to be agreed to through the Code of Good Behaviour which parents/carers receive on their child's admission to school.

**Appendix 2 – Behaviour Log**

PUPIL'S NAME:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS):	