



Huntingdon Academy

A L.E.A.D. Academy

Behaviour

Management

Policy

Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for behaviour management explicit in order to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust aim is for the academy community to flourish in an atmosphere of mutual respect and an agreed code of conduct.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Cross Reference: Exclusions Policy

Legislative Framework

[Education and Inspections Act 2006: Section 88.](#)

Procedures for behaviour management implemented by individual academies will be operated in a positive way, reflecting the high expectations on all within the academy community.

All staff are responsible for promoting and establishing positive behaviour across Trust academies. It is important that all staff are consistent and proactive in rewarding good behaviour, and in dealing with unacceptable behaviour

Rationale:

At Huntingdon Academy we expect and encourage excellent behaviour and self-discipline from all our pupils in order to achieve an environment which enables emotional development, effective learning, high standards and smooth functioning of our school. Our school is a complex community of adults and children, all contributing to and benefiting from its success. A community functions best if there is a mutual respect between all members and an agreed code of conduct, providing the background against which, all aspects of school life may flourish. We acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding, and in respect of pupils with SEND.

Philosophy:

At Huntingdon Academy we operate a positive behaviour policy which has high expectations of all within the school community.

The school:

- has a whole school approach to behaviour to ensure consistency, setting good habits early, with high expectations of cooperative behaviour from the very beginning.
- involves all pupils in the creation and review of class codes of conduct.
- provides a purposeful learning environment conducive to on task behaviour.
- involves parents/carers by communicating well to ensure their support.
- makes positive recognition of pupil achievement.
- supports behaviour management through circle time, PSHE lessons, peer mediation and a school council.
- ensures that if things go wrong, pupils are given the opportunity to put things right.

Aims:

At Huntingdon Academy we aim to:

- provide an environment conducive to effective learning for all pupils and staff
- raise and promote self esteem in all members of the school community.
- promote consideration and respect for others and the school environment.
- encourage a shared responsibility between home and school.
- provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them.

School Council:

The purpose of the School Council is to encourage mutual respect between members of the school community. To help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school.

Each year group elects two members to represent them on the council. This representative is presented with a badge to show that they are on the School Council. The communication from each year group, via their representative, leads to discussions which reflect group feelings and opinions. Meetings are held monthly and minutes distributed around school.

The School Council are responsible for making and assisting in decisions about certain aspects of school life which affects all pupils. Having contributed to the decision making process, each pupil has some degree of possession of the outcome. The discussions, feedback and decision making contribute to pupil's awareness of the need for individual and group discipline. This in turn contributes to improving behaviour, helps to prevent bullying and encourages trust, caring and teamwork.

Implementation:

A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance. We have developed a school wide Assertive Discipline Plan. The plan specifies rules that cover the behaviour we expect from our pupils. The plan also states that pupils who break the rules will receive negative consequences, the pupils who follow the rules will receive positive individual and class treats. We aim to emphasise this aspect and thus minimise the amount of time we spend in being negative.

Our school plan is as follows:-

- Follow instructions the first time
- Hands up for attention
- Keep hands, feet and objects to yourself
- No name calling or teasing
- Keep to an appropriate level of noise

Our school rules are the same for pupils in the halls, corridors, playgrounds, and the immediate vicinity of the school and on school visits.

Rewards

Positive recognition motivates the children to observe the rules. Rather than drawing attention to disruptive behaviour, the teacher deliberately focuses on children who are behaving well. If this strategy is used consistently, it will have the following effects:

- Encourage the children to behave appropriately
- Increase the children's self esteem
- Dramatically reduce behaviour problems and confrontational situations
- Create a positive classroom environment for both child and class teacher
- Help to teach behaviour and establish positive relationships

Individual rewards and smiley faces:

Children can collect smiley faces for positive behaviour. In every class children's photographs are displayed on a board. The children get reward tickets for the number of smiley faces they have achieved. Each ticket means that the child receives an individual treat. Some classes have additional individual rewards e.g. stickers or star of the day.

In the Foundation Stage once a pupil has collected ten smiley faces then they receive a prize from the prize box.

Class rewards (marbles in a jar):

Each class has the goal of getting 100 marbles in a jar each week. Marbles are added to the jar when the whole class are well behaved. If all the marbles are collected into the jar there is a class treat. For example extra playtime or extra time in the ICT suite. In Foundation 2 the children collect bobbins in a pot. When the pots are full then the whole class receive a treat. This usually once a half term.

End of Year Rewards:

At the end of each half term children who have not received any warnings will have a reward.

At the end of the school year children who have not received any warning will have a presentation and additional reward.

Consequences:

In addition to positive recognition, there must be a vehicle for dealing with disruptive behaviour when children choose not to follow the classroom rules.

At the beginning of every year the class will make a list of start and stop behaviours which rewards and consequences are centred on.

Intervention is triggered by when the child is seen doing something on the stop list. The adult will count 1; hold up 1 finger and pause. This is a warning reminding the child that they should stop what it is they are doing. If the behaviour does not stop then they will say 2, hold 2 fingers up and pause. The child then has another opportunity to stop what they are doing. If the behaviour continues then the adult will call 3 and put three fingers up. This will result in the child's name being put under the sad face on the board as a sign of disapproval and recognition. Ticks are added to the name if further instances of disruptive behaviour are observed and counting to three has had to take place.

NOTE: the board is wiped clean at the end of the day, children with consequences are recorded and the next day the children start afresh.

At Huntingdon the following code is currently in operation:-

If a pupil chooses to break a rule these are the consequences:-

Frequency	Consequence
First time The pupil's name goes on the board.	This acts as a first warning.
Second time	This acts as a second warning

The pupil gets one mark next to their name.	
Third time The pupil gets two marks next to their name	The pupil will miss their morning break.
Fourth time The pupil gets three marks next to their name	The pupil will be sent to another classroom with work for one session. If the pupil is upper school age they will be sent to a lower school class. If the pupil is in lower school, they will be sent to an upper school class For those extreme situations and at the teacher's discretion, time out may start at the beginning of the next session.
Fifth time The pupil gets four marks next to their name	The pupil is sent to the Head teacher or Deputy Head teacher and will work in isolation. This will be recorded and parents will be notified accordingly.

Every child is given a fresh start each day.

For severe disruption the child will be sent immediately to the Head teacher or Deputy Headteacher

On those occasions this is what will happen:

Occasion	Consequence
First time incident recorded	child to work in isolation
Second time incident recorded	child to work in isolation and Parents notified.

In exceptional circumstances where a pupil is becoming a high and safety risk to themselves or others a pupil maybe placed in the 'calming room' for a limited period to give them an opportunity to amend their behaviour and calm down.

It is important to stress that this staged intervention is designed to allow the child the opportunity to choose to change his/her behaviour within an identified framework.

When a child's behaviour has caused a serious incident the Headteacher or delegated person will carry out an investigation into the incident. An investigation will be recorded in a behaviour log.

During the investigation a member of staff will speak to the child / children involved to determine what is likely to have happened. Staff can use their previous knowledge of the children in order to come to their final conclusions. The Headteacher or delegated member of staff will then determine the consequence or sanction.

The sanction or consequence must be reasonable and must not breach any other legislation (disability, SEN, equality acts)

Detailed records are kept of both positive recognition and consequences.

Individual Provision Map (IPM) and Pastoral Support Programme (PSP):

All staff are responsible for the behaviour of all the children. It is important that we all involve ourselves in rewarding good behaviour and also show our disapproval and non-acceptance of bad behaviour, following the guidelines in this policy.

When a child is experiencing difficulties with behaviour and the normal classroom sanctions have not worked, it will be necessary to consult the Headteacher and inform the Leader of Inclusion. Following consultation with the appropriate staff an Individual Provision Map may be drawn up or if the child is at risk of exclusion a Pastoral Support Programme (PSP). The principle purpose of the PSP is to clarify what needs to be done in the immediate short term to help the pupil and start to enable the pupil to make progress. A CAF may also be considered if it is felt that there are other issues affecting the child's behaviour and could be addressed through a multi-agency action plan.

A meeting will be called to discuss a child experiencing difficulties with the parents/carers and the class teacher. The difficulties will be discussed and then the child will be given a number of targets to achieve and agree a date by which they will be reviewed. The Leader of Inclusion will be informed and make the necessary entry on the Special Needs Register.

If a child seriously fails to achieve the targets set or continues to be disruptive/badly behaved, a meeting will be arranged every 2 weeks for the child, parents and Leader of Inclusion to closely monitor progress and involve other agencies.

Ultimately a child who refuses to behave in an acceptable way may be excluded from the school, for example, violent assault on another child or an adult, verbal abuse/threatening behaviour against a pupil and an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour.

Physical Intervention

It is recognised by us that there may be occasions when a pupil's behaviour necessitates physical intervention. The DfE clarifies schools responsibilities under the guidance 'The use of Reasonable Force' July 2013, stating that teachers and other

staff (who have been authorised by the head teacher) who have lawful control or charge of pupils, have the power to reasonable force in situations where:

- Action is necessary in self – defence or because of imminent risk of injury.
- There is a developing risk of injury, or significant damage to property.
- A pupil is behaving in a way that is in a way compromising good order and discipline.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.

By law, school staff are able to use force and lawful use of this power will provide a defence to any related criminal prosecution or other legal action. However, our school will seek to keep the use of ‘reasonable force’ to an absolute minimum – our staff must not use force except as a last resort where there is a danger of someone being hurt.

Any form of corporal punishment is the school is illegal, and this ban is absolute.

Our school principles are:

Everyone attending or working in this school has a right to:

- Be treated with respect and dignity
- Learn and work in a safe environment and,
- Be protected from harm, violence, assault and acts of verbal abuse

Within this school the following must guide practice:

- The use of Positive Handling must NOT be used with intent to:
 - punish
 - cause of threaten hurt
 - oppress, threaten, intimidate or bully; or
 - secure compliance with staff instruction
- Within the continuum of Positive Handling, physical control SHOULD ONLY be

used;

- with minimum and reasonable force
 - rarely and exceptionally
 - as a last resort where all other courses of action have failed; and
 - with the minimum degree of intrusion required to resolve the situation.
- Any use of physical control to be justifiable, reasonable and informed by risk assessment
 - Preventative techniques must have been exhausted
 - All involved pupils and staff will be provided with opportunities for debriefing as soon as possible following an incident.

Identifying Areas of Concern

Cases of physical intervention should be rare. There may be some pupils which the school identifies as 'of concern'. The school will work to identify these pupils and draw up suitable guidance for staff based around discussions with parents/staff/other professionals.

The school will then train those staff who work closely with the pupils to ensure they understand the triggers and best approaches to support the child.

Staff training

Only members of staff trained by the Local Authority in Positive Handling techniques will be allowed to use physical intervention. A list will be made available to all staff of those with training. Each member of trained staff will also have to attend an annual refresher course.

The school will keep records of all occasions where intervention has been used (Appendix 1) and parents/carers will be informed of an incident involving their child and given an opportunity to discuss it

Dealing with incidents

The school will have named staff trained in Positive Handling. Where staff have concerns they will send for the support of a named member of staff to manage the situation.

Should a situation develop unexpectedly staff must apply their professional judgement and only intervene if not doing so places a person at risk.

Staff must:

- Remain calm
- Use non-threatening verbal and body language
- Try to manage the situation without resorting to force
- Give a clear oral warning that force may have to be used
- Inform the pupil that they will stop using force as soon as possible.

Post incident review

Being involved in such incidents may be upsetting for pupils and/or staff.

A review must take place between a member of SLT and the staff concerned to:

- Identify any triggers;
- Consider whether the use of force was managed appropriately;
- Consider whether the use of force could have been avoided;
- Identify what we can learn from the incident.

It may be that whole school or specific pupil lessons are learned – these must be identified and acted upon.

A record of the event must be kept. A copy must be kept by the Headteacher with a copy on the pupil file (see appendix). A copy must also be sent the same day to safeguarding@leadacademytrust.co.uk.

A member of SLT must ring parents to discuss the incident. The school will then carry out a risk assessment around the child's behaviour and a Positive Handling Plan will be put into place with the agreement of parents.

Any parental complaints must be managed through the school complaints process.

Calming Room

At Huntingdon we have a 'calming room' facility which allows disruptive and/or distressed pupils to use away from other pupils for a limited time.

This is used only in exceptional circumstances when a pupil is becoming a danger to him/herself or others.

Two members of staff will always escort and be present either inside or outside the room. The light will always be on and the window in the door clear so that staff and the pupil can be seen.

At all times the health and safety of the pupil is paramount. The pupil will be in the room no longer than is necessary. The pupil will also be allowed time to eat and use the toilet as required.

All incidents where the calming room has been used will be logged by school staff.

Behaviour assembly (Key Stage):

Once a week each key stage will have a 'Brilliant Me' assembly. One pupil per class is chosen by the class teacher to receive a badge and recognition for excellent behaviour around school.

Attendance:

Those children with 100% attendance each term are presented with a special certificate and pencil. At the end of the year children who have 100% attendance receive a certificate and a prize.

Play and Lunchtimes:

- When playtime ends a whistle is blown on both the playgrounds. The teacher on duty will begin counting down from 10 – 0 which by this time the children are expected to have stopped playing and are lined up.
- The teacher on duty on each playground will then count from 5 – 0 and award a 'Yard Card' to the class who is lined up and are standing appropriately. When a class has collected 10 cards then they will receive an extra playtime.
- Class teachers should be present when the whistle blows and lead their class into the building when the children are quiet. The class who wins the yard card will go in first.

Wet play/dinner-times:

Playtimes:

- During wet break times pupils will stay in their classes with their teaching staff.
- Each class teacher is responsible for ensuring that children know what they can and cannot use at playtime to keep them occupied.
- Children must always remain in the classroom unless they have been given permission to go to the toilet.
- Normal school rules, rewards and sanctions apply during this time.

Lunchtimes:

- During wet lunch times children who are not in the hall eating their dinner will remain in their classes.
- Midday staff are responsible for bring each class their wet day play boxes.
- Members of the SLT will also assist in supervising the children.

Procedures

- The Head teacher or teacher on duty is designated as having responsibility for deciding whether it is wet playtime and informing the rest of the school.

Lunchtime rewards:

Every dinner sitting, each table has a box which staff can reward positive and good behaviour with stars. At the end of each week the stars are totalled together and the packed lunch and dinner table with the most stars receives a reward. This table becomes the 'top table' and they have special plates, table covering and food on that day.

Children who also seen during the sitting to show excellent behaviour and role models can receive a 'fast pass' which enables them to leave the hall first to go outside. Children waiting to come in can also receive a 'fast pass' to come in first for second sitting.

Midday supervisors can also reward excellent and appropriate behaviour with their own stickers which they give out to pupils.

Use of outside agencies:

The following outside agencies are available to support parents/carers/

children who are experiencing difficulty:

- Education welfare officer (EWO)
- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service
- Parent Partnership

The Leader of Inclusion and Headteacher advise teachers and parents on which service would be most appropriate and how to contact them.

Mutual respect:

At Huntingdon Academy we believe that in order to implement a policy of behaviour management effectively, it is essential that there is an ethos of mutual respect. Everyone has the right to their own opinion and to express that opinion but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, by discussion in circle time, during thinking through philosophy sessions, by role play and by good role modelling. Respect needs to be apparent between adults, between children and adults and between children. In this way every member of the school is valued and feels valued.

Implementation:

1. Parents: At the start of the school year, parents are asked to sign a home school agreement that outlines the responsibilities of the parent and school with regards to behaviour and attendance. Parents have a clear role in making sure that their child is well behaved at school.
2. Staff:
 - Treat all children equally, irrespective of gender, sexuality, race, religion or disability.
 - Be alert to the signs of all forms of bullying and harassment and deal firmly with it in line with the school policy
 - Model excellent and appropriate behaviour
 - Play an active part in building a sense of community
 - Deal sensitively with children in distress
 - Support each other in maintain good classroom management and be sensitive to each other's needs.
 - Apply the agreed standards of behaviour consistently
3. Children:
 - Should treat each other as they would like to be treated themselves, i.e. with tolerance and respect for other's views and rights
 - Should accept responsibility for their own choices and actions
 - Should dress appropriately in the agreed school uniform. Haircuts and the wearing of jewellery should be in line with school policy
 - Respond appropriately and immediately to any reasonable request or instruction made to them by an adult in school
 - Complete all assigned work within the agreed timescales.

Employed Staff Powers to Discipline Pupils:

Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow reasonable instruction (section 90 and 91 of the Education and Inspection Act 2006)

- The power applies to all paid school staff with responsibility for pupils, e.g. including teaching assistants.
- Staff can discipline pupils at any appropriate time that the pupil is in school or offsite e.g. residential trips or visits
- Staff can also discipline pupils when a pupils misbehaviour occurs off school premises
- Staff can confiscate pupils property
- Staff can impose an agreed sanction (see this policy)
- Staff have the power to impose a detention; during the school day e.g. playtimes or preventing a child from taking part in an activity after school or representing the school.

The power to discipline pupils applies to behaviour both in school and out. (In certain circumstances – e.g. bringing the schools reputation into disrepute or incidents of bullying or harassment that affect children in school.)

The Headteacher and DSL's should consider whether a child's behaviour gives cause to suspect that a child might be suffering or at risk of suffering significant harm. Where this maybe the case, staff should be directed to follow the school's safeguarding procedures.

Pupils Conduct Outside the School Gates:

Staff have the power to discipline pupils for misbehaving outside the school gates, "to such an extent as is reasonable". This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities e.g. offsite visits, residential visits, when representing the school.
- Travelling to and from school
- Misbehaviour when wearing school uniform

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (off site and residential visits).

Confiscation of Inappropriate items:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully. At Huntingdon Academy we will always search a pupil, only if necessary and with another member of staff present to act as a witness.

Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated.

Staff also have the power to search without consent for prohibited items, including:

- Knives, weapons
- Stolen items
- Cigarettes, lighters, matches (incl lighter fuel and propellants)
- Drugs and alcohol
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Any item banned by the school rules

Where appropriate, items may be handed to the police. The Headteacher will decide whether it is appropriate to involve outside agencies i.e. social care teams.

Hate and Prejudice Based Remarks:

Any words or actions that cause offence to another person and are considered hate or prejudice based by the offended person will be deemed as such. If this is the case then;

- The pupil will be sanctioned, the Headteacher informed and a record of the incident is kept in the appropriate file.

- Parents and if necessary the Governors are informed
- In persistent cases, parents may be asked to discuss the matter with the Headteacher and a referral to an appropriate agency made.

Allegations of Abuse Against Staff/Malicious Accusations Against Staff:

An allegation of abuse will be taken seriously; the chair of the governing body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and local authority disciplinary measures will be followed where the allegation is found by the governing body to be true.

Where the allegation made by a child or parents is found to be false, the chair of the governing body will:

- Write to the parent of the child to explain the outcome of the investigation and make clear the seriousness of a false allegation. The parent will be informed that the incident has been formally recorded and subject to data protection and that it may be shared with other appropriate parties.
- Meet with the parent and child (if appropriate) to discuss the matter and possible consequences; in the case of a child lead allegation, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.
- Exclusion of a child who continues to make false allegations about staff
- In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further advice and support.

Exclusion:

The Headteacher (or Deputy Headteacher in the head's absence) will decide whether to exclude a pupil, for a fixed term or permanently (to be approved by the governing body within 15 days of the exclusion being announced), taking into account all the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Headteacher will consider the following as part of their decision making process:

- Has the school followed the school behaviour management policy and procedures? Could any other sanctions have been used?
- Have the school done everything that they can to support the child? Does the child have any recognised difficulties that could impact on them?
- Would allowing the child to stay in school seriously harm the education and welfare of other pupils and adults?

Once all considerations have been made and if the decision to exclude is agreed the school will follow LA guidelines and procedures.

Dealing with Inappropriate Behaviour of parents, visitors and other adults in school:

Legal Duty

The school has a duty to ensure that its premises are a safe place to work and visit so therefore must deal effectively with any rude or aggressive visitors to school, including parents.

Inappropriate behaviour

This includes causing any kind of nuisance or disturbance, such as:

- Refusing to follow the reasonable instructions or requests from staff; e.g. refusing to move from a specified area, to cease behaving in a manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety risk.
- Being verbally aggressive, e.g. swearing, threatening or shouting at others on the premises, including visitors to the site
- Being physically abusive e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including visitors

How can the school respond?

1. Verbal warning- senior member of staff can ask the person to stop behaving inappropriately or to leave the premises. Although this warning will be given verbally a written report should be made.
2. The police – can be asked to attend school to ask the person to leave, to remove them from the premises or if their behaviour warrants it to arrest them.
3. Warning letter – serious incidents should be followed up by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed

4. Banning letter – if the incident is sufficiently serious or is one of a series of incidents, the Headteacher can ban a person from the premises.
5. Legal proceedings –
 - a) Civil proceedings
 - b) Injunction
 - c) Criminal proceedings

Other relevant policies:

SEN and Inclusion Policy

Anti-Bullying Policy

Equality Policy

Safeguarding Policy

Code of Conduct Policy

Health and Safety Policy

SMSC Policy

PSHE Policy

Monitoring, evaluation and review:

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:

- The Leader of Inclusion will monitor numbers of pupils at various stages of the behaviour plan. This will be done on a termly basis.
- The governing body, via the SEN Governor, will review progress made and the effectiveness of the policy on an annual basis, in the summer term.

Appendix1

**Physical Intervention
Record (Staff
Statement) Copies to
be sent to: Child's file,
Headteacher and Trust
DSLs**

Name of child:	Form:	
Date:	Time:	Location:
Staff involved:		
Staff witnesses:		
Pupil witnesses:		
Events leading up to incident:		
Attempts to defuse the situation:		
Account of incident:		
Type of intervention and duration:		
Outcome (including injuries/damage):		

Action taken/Lessons learned:

Parent contacted by: (SLT) When:

Outcome of contact:

Appendix 2

Huntingdon Academy

INDIVIDUAL HANDLING POLICY

Name:

Date:

The emphasis in school is on the avoidance of physical intervention, with unsafe behaviour being dealt with through risk assessment, appropriate curriculum planning, de escalation, diversion etc if at all possible.

This policy takes into account the legal framework regarding behaviour management/ SEN/equality and the DfE advice 'Use of Reasonable Force'

The health and safety of XXXXXX, his peers and staff will be the priority alone. Restrictive Physical Intervention will be for the minimum time required to restore and maintain a safe environment.

Context

Behaviours likely to cause harm (see risk assessment)

Known triggers

If a situation is becoming unsafe despite planned strategies, the following de escalation procedures will be followed

In the event of adults being unable to reduce risks then the following techniques/strategies will be used wherever possible.

Once a safe environment has been restored the following procedures will be followed.

Follow Up

XXXXX and staff will be checked for injury

Staff involved in Restrictive Physical intervention will inform SLT and complete a reporting form

Policy discussed with:

Child (name and signature) _____

Parent/carer (name and signature) _____

Class Teacher (name and signature) _____

Support Staff (name and signature) _____

Head Teacher (name and signature) _____