

St Werburgh's Primary School



Behaviour and Motivation Policy

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Rationale

St Werburgh's Primary School believes that by fostering a positive and supportive environment children and adults will develop and thrive in a calm, purposeful community that respects and values every member. Every behaviour pattern is driven by an emotional state; therefore, we believe strongly that an emotionally literate school with a clear, strong ethos of positive behaviour management will help support the emotional states and behaviour patterns that we experience everyday.

Policy Aims

- To create an enriched emotionally literate environment that is safe, secure, calm and purposeful where children can learn with confidence.
- To develop and maintain respect for self and other people, their property and ways of life.
- To encourage all children to develop self belief, self-control and independence.
- To value inclusion, celebrate diversity and develop empathy to soothe the intensity of emotions in the classroom.
- To enhance learning and teaching through positive behaviour reinforcement.
- To encourage children to develop their full potential with their achievements being valued.
- To work together as a school community and with extended school's partnerships in the knowledge that we have a shared responsibility and involvement in the smooth running of our schools.
- To work in partnership with parents and carers and to encourage open communication in establishing patterns of good behaviour in the school and our community.
- To manage violence & aggression and take suitable measures to protect pupils and staff.

Our School Motto and Values

Our school motto "Together towards Excellence" and our Rights Respecting Values

Take responsibility for yourself

Take responsibility for others

Take responsibility for your learning

These core expectations are embedded throughout this policy.



Encouraging positive life long behaviour skills

St Werburgh's Primary School has worked together with its stakeholders and community to design a policy and robust procedures that support and foster an emotionally literate environment. This environment will nurture and develop good behaviour patterns for life. In this policy are the systems and strategies that will help us to support the young people in our care with life long skills.

Fostering motivation

At St Werburgh's we endeavour to provide a range of opportunities, environments and experiences that support and foster motivational attitudes to learning. In our school, you will see;

- Emphasis on learning and reference to it happening everywhere - in school, home and in the community
- Curriculum - Culturally relevant, engaging and motivating, where SMSC permeates throughout the whole school.
- Clear boundaries are set and appropriate behaviours are taught; every opportunity for learning, practicing and reinforcing these skills is encouraged.
- Delivery of lessons – enthusiastic role models; an environment where mistakes are an acceptable part of learning and that we are all fallible.
- Positive contributions from children and parents to direct learning are encouraged and valued.
- Developing links – between year groups and phases, fostering a nurturing ethos
- Develop positions of responsibility – roles and responsibilities which encourage a sense of belonging and of value.
- A range of Visual, Auditory and Kinesthetic learning opportunities.
- Fostering self-esteem, progression of independent learning, confidence and self-worth.

Why parental support is crucial

Parental support is essential in promoting positive behaviour patterns in children. Children need to know that the school/ home relationship is consistent and secure and that all adults are working together for their benefit. We value your role and contribution. Parents and Carers need to support the school with consistent approaches to parenting and disciplining their children. A unified approach to the language used by adults in school and at home is encouraged to develop this. In this policy, we have given examples of phrases that can be used to manage behaviour at home and at school. Ensuring children have good attendance and are punctual also supports the importance of positive behaviour in school.

Constructive management of emotions

As a school that values the importance of relationships, a culture of supporting children to manage their emotions is essential to the well-being of our pupil. Practices, procedures and strategies are designed to be aligned with this ethos and endemic within the school. Children and adults are encouraged to understand, express and manage these emotions and to take responsibility for their feelings and actions.

- Each class has a classroom charter that is developed and agreed at the beginning of the year and revisited and reviewed at the beginning of each term.
- Each class has a positive statement designed by the class that sets out the expectations for behaviour.

- All staff and pupils are encouraged to use a quiet voice and calm manner when expressing and managing their feelings.
- Staff teach pupils how to recognise and manage their feelings.

In order to allow this to support a positive culture in the school we have developed the Acorn Room (Please see Appendix 1). Acorn Room is a quiet, whisper room which is used to support small intervention groups working on self-esteem or friendship building programmes for identified children. This may involve Drawing and talking therapy or games and strategies are used to positively manage feelings and emotions that some children find difficult to deal with. As well as Acorn Room;

- Children who find managing disappointment difficult may be given the opportunity to have an option to earn reward time with the Learning Mentor or identified adult to discuss their feelings.
- Children who require additional support with their behaviour patterns will be given a tracker sheet that monitors each session of the school day; this will form part of a Pastoral Support Plan.
- If a child needs a specific thinking space this will be discussed with the pupil and then if necessary, the Parent/Carer. Children who are on 'tracker' sheets are to receive a daily check-in with the class adult or learning mentor to remind them they are expected to behave in a positive manner.

Strategies and phrases that staff will use to keep learning on track.

In order for staff to support children with positive choices they use a range of phrases and strategies. For example;

- **Reinforcing what you want to see**

"I can see you are showing me you are ready for our next session. I can tell you are ready because you are looking at me and listening."

- **Giving a direction with clear time parameters for a response**

"You need to be back in your place in 5...4...3...2...1...0."

- **Emphasising that the child has a choice to make about their behaviour:**

"We are waiting for you to join us. Make a good choice, thank you."

- **Use of 'thank you' rather than 'please'**

"(Name of child) put that book away now, thank you."

- **Stating desired behaviour**

e.g. rather than "Stop wandering around!", saying "(Name) in your seat, thanks."

- **When-Then**

e.g. Instead of saying "No." e.g.

Child: "Can I [request, e.g. go to the toilet]?"

Adult: "When this part of the lesson has finished, then you may go."

Child: "Can I get my reading book now?"

Adult: "When you have finished the task, then you may get your reading book."

- **Question to redirect:**

e.g. "X, what should you be doing?"

"Y, where should you be?"

"Z, do you need help with that?"

- **Management signals**

e.g. hand up signals = silence, magnet eyes = look at the adult, quality audience = sit ready to listen, super sitting= sat cross legged on the floor.

Use of Rewards

House Point System

We have a house point system in our school to promote positive behaviour. This system allows:

- Children to spend time with children from other classes.
- All children to be engaged in house fundraising, sports activities and performances.
- Houses to encourage collaborative learning.
- Children to work with adults other than their class teachers.
- House points to be given by all staff and should recognise all achievements.

There are four house groups in our school; Nile, Amazon, Ganges and Seine. Teams include children and adults from reception to year 6.

All members of staff will give points for positive learning and behaviours. Points will be collected in each classroom. At the end of each week Year 6 will collect the total number of points for our whole school assembly.

Once a house achieves a win they will be able to negotiate a team reward.

Headteacher Stickers

Everyday at three o'clock each class team will send three children from their class to the Headteacher to be rewarded for exceptional behaviour or learning with a special Headteachers sticker. The classteacher will keep a record of these rewards and children will know and understand why their learning has been celebrated.

Celebration and sharing assembly

Every Friday we have a whole school sharing assembly which celebrates children's learning, and once a month this becomes a celebration assembly in which three children from each class receive a special certificate for outstanding learning, achievement or behaviour. Parents, carers or friends are welcomed into school to be part of any school assembly.

Tea with the Head

Once a month children nominate one child in their class to join the Headteacher to have "Tea". This involves 7 children sharing fresh fruit and juice with the Headteacher and talking about the things that are going well in the school and the things that they would like to change.

Big duck award

Children are encouraged to nominate other children or adults in the school for an act of kindness or thoughtfulness. Nominations are read out in assembly each week and a big yellow duck is awarded to a pupil.

Witness needed sign

Each class has a smiley face sign that when sent to the Headteacher or Senior Leadership Team will invite them to come and 'witness' or 'share' in their class learning.

Dine with me

Each week, children will be noticed by the Lunchtime supervisors for their great lunchtime attitude. These names will be passed to the Headteacher/Deputy and each Friday two children will be invited to dine with the Headteacher/Deputy or staff member at a table in the hall.

Marbles in jar/table points

Teachers may choose to use class or group team rewards systems to foster a sense of community and belonging.

Rewards such as 3 o'clock stickers and tea with the head are to be recorded on the school pupil tracking system.



Dealing with unacceptable behaviour

Behaviour patterns that relate to an emotional state can vary in severity and magnitude. In order to help identify ways to support children in these heightened emotional states we have developed a range of strategies that may be used to support children. Class teachers will highlight positive behaviours in the class and encourage children to support peers. Rewards and positive strategies will be used regularly throughout learning to promote and support a change from negative behaviour to positive. Staff will use positive “I” statements and try to change negative self-talk in order to support pupils when displaying inappropriate or negative behaviours. When an undesirable or unacceptable behaviour has occurred, staff **must** take responsibility to take control of the situation and manage the behaviour within their classroom. Below is a guide to the process and strategies you may use in order to de-escalate and de-scale the situation.

Step 1

Assess the situation;

- Who is this child?
- What are their specific needs?
- What is happening for them at the moment?

Step 2

Strategies/toolkit/consequences;

Reflection time/Time out;

To de-escalate and reduce the tension in a situation the child may be given a choice;

- Thinking table – a space in class to work/think
- Peaceful place – a space in class away from the view of other pupils.
- Time out of class with an adult
- The child **must** be given a time limit for this and visual representation e.g. 5 min rubber sand timers

(Children who are finding it difficult to control their emotions may want to or be asked to spend time on a special table in their or if in KS1 in another classroom. They will be able to continue their learning at this table. KS2 classrooms will also have a space called the peaceful place. This allows pupils who are feeling angry and need to remove themselves from a situation to do so safely without leaving the room.)

If the child does not respond well to reflection time and the behaviours continue or reflection time was not appropriate, then a range of phrases or strategies may be used by an adult in order to elicit a preferred positive response or behaviour. For example;

- **Rule reminder**

e.g. “You know we agreed that we keep hands and feet to ourselves, thanks.”

- **Tactical ignoring**

e.g. Not paying attention to, or not responding to, a particular behaviour.

- **Blocking Statements**

e.g. "We can discuss that later. For now, you need to..."

- **Giving the child choice about *how* something is done:**

e.g. "You can either finish your learning at your place or over here by yourself."

- **Giving the child choice about *when* something is done:**

e.g. "You can finish this now or in your own time, it's up to you."

- **Warning about approaching consequence**

e.g. "X, I have already spoken to you about getting this task finished. When I next check your work, if you have not completed it there will be consequences."

- **Immediate or deferred 1:1 conference**

e.g. "I really like the example the rest of the class is setting. I need to talk to X when the lesson is finished."

- **Negotiating consequences**

e.g. "When you pushed in you broke the rule that we agreed to take turns. What do you think should happen now?"

- **Explicitly acknowledging the behaviour but deferring discussion until later**

e.g. "X, I saw that you threw paper at another child then. We will discuss that later. For now, you need to focus on the task, thanks."

Sometimes it is necessary for an adult to intervene quickly and assertively due to assessment of risk. In these situations, it would be necessary to use a different strategy;

- **Giving Commands**

E.g. two pupils are engaged in a verbal confrontation that looks like it is going to get physical at any moment

Adult: [firm, stern tone] "Stop!" "No!"

Consequences for dealing with unacceptable behaviour.

Sometimes it will be necessary for a sanction to be put in place as a consequence of a poor choice or repeated negative behaviour. Not only does this give a clear message to the pupil but to the rest of the class that this behaviour is unacceptable. Negative consequences should follow a clear and known hierarchy and should be applied in a calm and controlled manner. This way they are most effective. Children should be helped to link the concept of consequences to the concept of choice. This way they will see the connection between their own behaviour for learning and its impact on themselves and others. Below is a list of agreed consequences and the corresponding types of possible behaviours to warrant that consequence.

High frequency low cost	
Types of behaviours	Possible Consequence
Low level intervention – talking when should be listening	Non-verbal - Look Physical proximity. Use of name
Repetition of disruption	Reprimand or warning – private or public Thinking table Peaceful place Time out
Aggressive or intimidating behaviour	-Solution focused discussion with child – restorative justice -Solution focused discussion with child – apology letter
	Contact with parents from now on would be appropriate
Not completing tasks/ripping up work	Removal of break time
Aggressive behaviour at lunchtime	Removal of lunchtime -Community service
Persistent poor choices	Placement on report
Persistently not following school/class rules	Behaviour contract/IBP with CT or LM
Unsafe behaviour putting self or others at risk	Potential removal of Ed visit/camp due to RA
Repeated behaviour that stops learning and puts other children at risk	Solution focused discussion with multi- agency Home link communication
First offence of bullying or harassment Serious disruption of learning Violence towards a pupil	Internal exclusion – Senior leader intervention
Continued offence of bullying or harassment. Severe violence and or abuse to adult or child Persistent disruptive behaviour	Possible fixed term exclusion – Headteacher and governor intervention
More than 45 days FTE in one academic year Extreme violence to staff or pupil	Possible permanent exclusion – Headteacher and governor intervention
Low frequency – High cost	

Senior Leadership Team (SLT) intervention

If pupils are repeatedly unresponsive to the consequences to be used above then they may be sent to a member of the SLT with progressing seniority, even if the SLT is in class teaching. It is important that the pupil understands the severity of the consequence. The leadership progression is as such;

- Phase leader
- Inclusion lead/ Deputy Headteacher
- Headteacher

Teachers will use this when the incident is serious and needs immediate SLT intervention. The teacher may ask the learning mentor or an adult that has a good relationship with the child to support with or advise on the incident. However, after the pupil is calm and reflective the incident **must** always be resolved by the classteacher in order to rebuild the relationship, and for learning to resume as soon as possible.

Parents will be informed or called to the school depending on the incident and severity. The Learning mentor may work with the pupil and a Pastoral Support Programme (PSP) may be written for children at risk of exclusion. Children may have an identified adult or space away from their class that allows them to calm down and return to an emotional state in which they are able to discuss their actions. All incidents will be written up and/or logged on SIMS; these children may have a behaviour diary to assist with building up a pattern of behaviour.

Step 4

Recording;

Minor or non-serious incidents that are not reported to parents or SLT should be dealt with by the member of staff present. Behaviour incidents will be recorded online on Scholl pupil tracker – coded yellow if adult intervention is needed for conflict resolution, coded red for sever incidetns requiring internal or external exclusion and grey for low level incidents/disruption that are dealt with by the class teacher in lesson time. The Learning Mentor will analyse the data and monitor behaviour incidents. For more severe incidents please report to the Headteacher and see the policy attached for “Children at risk of exclusion”.



Dealing with extreme behaviour

Children displaying these behaviour patterns will be managing themselves outside this behaviour policy and staff and parents would need to consult the policy for children at risk of exclusion. Parents/Carers will be involved in discussions about behaviours and each case will be discussed independently and confidentially. Investigations into Health and Safety requirements are appropriate at this stage and individual pupil risk assessment undertaken. Examples of behaviours that would be considered extreme;

- Verbal or Physical assault on a pupil
- Verbal or Physical assault on an adult
- Behaviour that would put adults, themselves or other children in danger and would warrant a personal risk assessment being written.
- Extreme or prolonged threatening or intimidating behaviour.

The child may receive a fixed term or permanent exclusion for displaying some of these behaviours, depending on the incident and its consequences. This will be at the discretion of the Headteacher following the results of an individual pupil risk assessment and every incident will be investigated independently.

Dealing with sexualised behaviour.

Children who have experienced sexualised behaviour will need immediate support following an incident; however, they may well need ongoing support to help them come to terms with the incident and feel safe at school. Those harmed may need support to tell their full story and discuss how this has affected them.

The main response to such an incident must have two clear outcomes:

- Protect the victim
- Prevent the incident happening again.

The school will;

- Investigate the incident
- Offer immediate support to the victim
- Offer structured support following the incident
- Offer a designated member of staff to support the family and is available to discuss and ensure support is continued.
- Engage with external agencies and partners – possibly referring to social care, child abuse investigation team, and specialist agencies for the victim and the perpetrator.

The handling of sensitive issues is particularly relevant when the incident is of a sexualised nature. Confidentiality and the protection of the privacy of the victim and perpetrator are important. The schools' confidentiality policy outlines the procedure for disclosures.

School sanction will be determined after the investigation and will depend on individual circumstances. Their purpose will:

- Impress that the behaviour is unacceptable
- Deter pupils from repeating the behaviour
- Signal to others that the behaviour was unacceptable
- Reassure the pupil harmed, prevent future harm and repair harm.

Examples of sanctions used in these circumstances are:

- Limited free unstructured time
- Close supervision
- Part-time timetable
- Exclusion from afterschool and breakfast club
- Exclusion from lunchtime
- 1-1 supervision
- Managed moves
- Fixed term or Permanent exclusions.

These sanctions are at the discretion of the Headteacher and Governing Body. Following an incident, the school may decide to review the preventative practice and strategies. At all times the school will be promoting a positive, supportive and confrontation free ethos.

Summary

In conclusion, developing and fostering good behaviour patterns is an integral part of our rich environment at St. Werburgh's. The diverse experience and emotional, social curriculum, a comprehensive PSHE & C curriculum alongside our clear behaviour policy promotes the importance of student voice and helps us to continue to be a lead school for promoting social and emotional well-being.

St Werburgh's Primary School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school pupils should be provided with the opportunity to experience, understand and celebrate diversity.

This policy is written in accordance with policies:

- PSHE & C
- Emotional Literacy policy
- Learning and Teaching
- Confidentiality
- Equality
- Child Protection
- Emotional literacy and PSHE checklists
- Safeguarding Children Policy
- Improving behaviour and attendance: guidance on exclusions from schools and Pupil referral Units – DCSF 2008

Helen Faulkner – Headteacher

With support from Mark Adams – Education Psychologist

Appendix 1:

Acorn Room/Lavender Room

These rooms have been set up to ensure that there is a calm and nurturing environment for anyone who needs a quiet and calm space. They are situated in the centre of each school site, which means any child in the school can use the room throughout the day. This is encouraged by all members of staff.

Anyone can request time with the Learning Mentor, including Parents, Carers, Teachers or Pupils. The Learning Mentor is based in the Acorn Room, and time is usually requested using a referral form. A time will then be arranged for the child to meet 1-1 with the Learning Mentor that day. This is recorded and reported to Sendco, the Head teacher and the relevant class teacher. They will then discuss what further support may be appropriate for the child.

Any member of staff can use the Acorn or Lavender room for a child who needs support with getting themselves ready for learning. The rooms are used for interventions such as circle-time and mediation between the children. The children identify the Acorn Room/Lavender as a non-judgemental space and this helps with all kinds of situations and events.

Specialist programmes such as anger management, self-esteem programmes and drawing and talking are run in the Acorn/Lavender Room. These programmes are accessed through SENDCO.

The Acorn or Lavender Room can also be used for children who have PSP's and IEP's or to introduce children back onto a whole school timetable. Here we will use carefully structured routines to provide a balance of learning and teaching in a place where children feel that they are in an emotionally warm environment.

The rooms can also be used at playtimes and lunchtimes to support children with friendships groups during their unstructured time in the day. This gives the children a place where they can express their feelings and identify basic emotions in themselves and in others.

In the Acorn/Lavender Room staff, can find a range of resources, activities, books, games and calming music all of which can be used to support the teachers planning.

The Acorn/Lavender rooms are also used by outside agencies when working with vulnerable children and also by parents who need support or information regarding sensitive issues at home. The rooms are also often used for meetings where parents can receive feedback on how their child is progressing in school as these rooms are less formal setting than the classroom.

Appendix 2:

Lunchtime arrangements

Dining Hall:

Teaching/support staff, bring their class to the dining hall having washed their hands, and seats the class quietly ready for a positive lunch experience.

School meal supervisors send each class, one table at a time to collect their meal.

Pupils are expected to say please and thank you.

Pupils leave the table after an appropriate time and scrape their waste and put their utensils in a designated place ready for washing.

Court Yard:

The court yard may be used during warmer days for packed lunches to eat outside.

Playground:

The playground is supervised by school meal supervisory assistants (S.M.S.A's) and identified support staff.

Children are offered a range of physical activities including climbing, football etc.

We have a well-stocked 'play pod' where children can access a wide range of scrap equipment that can be used to stimulate and resource creative free play.

There is a 'friendship bench' where children are able to let each other know that they want a play buddy/friend.

Playground buddies offer a selection of games that they facilitate and manage.

First Aid:

An identified lead first aider is on duty every day.

All S.M.S.A's/support staff are first aid trained and are responsible for managing less serious incidents.

Recognising and rewarding positive behaviour choices:

All lunchtime staff rewards their observations of positive behaviour and play choices with verbal praise, stickers, house points and nominations for certificates.

Lunchtime staff can nominate pupils to eat with the head teacher and/or senior staff member for 'come dine with me'.

Managing and supporting Negative/challenging choices:

All staff record/report all incidents of negative behaviour.

A range of strategies are used including verbal reminders, support from Lunch time manager and/or Learning mentor, and in more serious cases yellow incident forms.

Appendix 3:

St Werburgh's Primary School Policy for children at risk of exclusion

Rationale

This policy is designed to support adults and children with procedures for dealing with undesirable or unacceptable behaviour, this will be our policy and procedures for positive handling.

Aim

The aim of this policy is;

- To ensure the prime consideration is the welfare of children in school care.
- To ensure the safety, welfare and protection of adults who look after them.

Guidelines

This policy has been written for pupils who are managing themselves in such a manner that the school's standard behaviour and motivation policy will not support them adequately. These children may have a statement of educational needs for emotional behaviour disorder or they may be experiencing extreme emotional difficulties in a period in their life that is causing severe and heightened emotional states.

Our positive behaviour management as stated in our policy will include a range of supportive strategies for managing challenging behaviour. We will endeavour to reward effort and encourage children to take responsibility for improving their own behaviour. Staff will look for early warning signs if a child is not managing themselves well, be aware of and communicate to others any factors which may influence challenging behaviour and take steps to divest foreseeable risk. Pupils will be encouraged to focus on positive strategies using anger management techniques and choices. Staff will support pupils in this emotional state and safely manage crises when they occur. All teaching and learning support staff have had positive handling training, however this will need to be renewed. Any member of staff who would like more training due to the needs of the pupil they work with needs to speak with the Headteacher.

Positive Handling

If a situation arises when a young person is not able to manage their emotional state and is a danger to themselves or others it may in a small number of incidences be appropriate to involve the use of reasonable force (physical restraint) to control or restrain a pupil. Reasonable force may be used to prevent injury to people or damage to property.

If it is felt that positive handling of a young person **may** be necessary, then the staff working with that child should conduct a risk assessment of their environment with awareness of children's needs. The child's previous patterns of behaviour may help assess and reduce risk.

Physical restraint is a last resort and staff may choose not to make a physical intervention. They can make effective risk reduction by:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear instructions and reason.
- Remind them of choices and consequences.
- Remove an audience and take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects.
- Use positive guidance or escort pupils somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

Staff should support each other, offer and accept help, stay around if needed or look after a group/class. Staff can also offer alternative strategies and should communicate clearly so all understand what assistance is needed and available. Well-chosen words can avert an escalating crisis; however, it can be better to say nothing and take time to choose your words carefully to avoid an argument, confrontation and enflaming a situation.

The Headteacher or senior leadership team should always be called to responses to extreme behaviour and staff should be reminded that responses to severe behavioural outbursts should be reasonable and proportionate, be acts of good faith and not anger.

Risk assessment

Individual pupil risk assessments must be undertaken following either violent or excessive verbal aggression in order to identify appropriate control strategies.

Physical controls

Staff **should not** attempt positive handling or physical restraint if they have not been trained. All pupils who have been identified as presenting a risk should have a Positive Handling Plan which details strategies which have been found to be effective or ineffective with the pupil. This plan will be reviewed in connection with any multi-agency work.

When choosing to use physical restraint, it must be ascertained that this is in the best interest of the child. Staff should consider whether this is the least intrusive action and whether they are the best person for taking this action. Staff should always make a verbal warning and use approved techniques and methods. Where possible staff should not act alone and one member of the SLT should be present or involved. Unreasonable use of force is when it is used to ensure compliance where there is no risk. Pupils should not deliberately have pain inflicted or be subjected to undignified or humiliating treatment. Pupils should only be secluded as a one-off emergency measure to protect health and safety. When dangerous behaviour presents a significant risk of injury to people it must be reported to the Health & Safety representative for the school, governors and local authority.

Post incident

All incidents involving the use of force will be reported in writing to the Headteacher and the Headteacher will evaluate the incident and take appropriate action. The school will offer support to all involved. All injuries will be reported and recorded and a Health & Safety investigation carried out if necessary. The priority is to reduce risk and achieve calm. Time will be found to repair

relationships and pupils will have an opportunity to express their feelings and suggest ways forward.

Complaints

There is a formal complaints procedure for both pupils and staff. The school is an open establishment and will promote a transparent policy for all its community adults and children. St Werburgh's Primary School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school pupils should be provided with the opportunity to experience, understand and celebrate diversity.

This policy is written in accordance with policies:

- PSHE &C
- Emotional Literacy policy
- Learning and Teaching
- Confidentiality
- Equality policy
- Child Protection
- Safeguarding Children Policy
- Improving behaviour and attendance: guidance on exclusions from schools and Pupil referral Units – DCSF 2008

Helen Faulkner – Headteacher

With support from Richard Martin - Corporate Health & Safety BCC

