THE MENDIP SCHOOL

BEHAVIOUR POLICY (INCLUDING BULLYING)

Review Due:	September 2027
Last Review	**September 2026**
Applicable to:	The Mendip School
Reviewed By:	Natalie Hanna
Approved By:	Governors

Safeguarding Statement

At The Mendip School we respect and value all children and young people and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at The Mendip School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality Statement

We will make every effort in creating equality of opportunity in order to ensure they are accessible and fair to everyone. Every person has the right to be treated fairly, regardless of race, gender, sexuality, disability, age, culture, religion, nationality or caring responsibilities. Where necessary we will implement reasonable adjustments or additional support, to ensure equality of access to an education and suitable learning and working environments. Our staff, Trustees and governors who plan, agree and deliver our education provision will recognise diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, recognising special education or physical needs and understanding differences. Behaviour will reach our high standards of conduct (staff and pupils) and the learning environment we provide will be safe and accessible for those studying and working.

THE MENDIP SCHOOL
BEHAVIOUR POLICY (INCLUDING BULLYING)

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- 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 88-94 of the Education and Inspections Act 2006, which require 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
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Rationale

As a school we believe it is important to promote a caring and supportive learning environment which encourages good behaviour and enables all members of the school community to feel safe, secure and respected.

The development of personal qualities and social skills and the fostering of socially acceptable behaviour are integral aspects of the school curriculum and therefore demand planning.

The aims we have for all pupils are:

- To develop self-respect, value others and the environment
- To develop social and communication skills enabling full participation in society
- To take responsibility for their own actions
- To display emotional regulation and understanding of their emotions

The school is committed to:

- Setting high expectations for pupils' personal, social, health economic and academic progress
- Providing a happy, caring environment in which our pupils feel secure, and are prepared for, life outside school
- The promotion of a positive ethos where each child's achievements are valued and celebrated
- An effective partnership between school, parents and the community

A behaviour agreement is central to our behaviour policy and can be interpreted so that it is accessible to each student.

Each tutor group will display the behaviour agreement and/or a personalised group interpretation of the agreement. Staff may wish to display the agreement in an appropriate form within their teaching areas.

I will always try to:

- Be calm, polite and kind
- Work hard and let others do the same
- Take care of my own and other people's property
- Respect myself and other people

Tutors will compile an individual behaviour plan for most students as part of the Individual Care Plan (ICP). This can be supported where necessary by the Senior Leadership Team or Team Teach Trainers.

We are committed to the development of a positive environment in which praise is a fundamental feature. This is achieved through giving rewards.

Rewards can be:

Informal *(some examples given below)*

- Non-verbal; smiles, eye contact, thumbs up, body language, signing and symbols
- Verbal praise and comments; either a "word in the ear" or public recognition in a classroom. Staff should aim to maintain a minimum of three positives to one negative
- Display of children's work
- Class stickers and stamps for good behaviour
- Reward time. Every class at The Mendip School have reward time at least once a day. Pupils often earn tokens towards their reward time for engaging in positive behaviour. This is personalised to meet the needs of individual students and classes. Some classes may have more than one reward time a day
- Reporting to senior staff or another teacher to show work

Formal *(some examples given below)*

- Giving stickers/stamps/points/Class Dojo towards a merit certificate for either work or behaviour
- Award of multiple points for a single event of either work or behaviour. Class Dojo certificates are presented at whole school gatherings. Tutors should keep a record of merits if appropriate
- Home school books/Class Dojo will identify positive aspects of pupil behaviour or work
- Showing work on the school website or approved social platforms (e.g. Dojo)
- Parents evening/progress meetings
- Restorative justice (restorative practices/conversations)
- Reward time/Reward trips

Incentives to positive behaviour

If a pupil breaks the behaviour agreement wherever possible there will be a *natural consequence*. Natural consequences being consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. It is always the behaviour which is criticised or discussed and never the child.

Throughout the school staff should ensure that:

- The training received from TEAM TEACH is followed
- TEACCH style rewards, visuals and motivators are in place where appropriate
- Clear boundaries/limits of behaviour are established and maintained
- Predictable structures and routines are established and maintained
- Calm, consistent approaches are established and maintained
- Responses are clear and unambiguous
- Pupils are aware of the consequences of behaviour that is unacceptable
- Behaviour support plans are in place and are updated regularly
- Rewards that have been earned cannot be removed

All staff

- Role model positive behaviour to pupils
- Manage and not ignore behaviours that challenge
- Report incidents to tutors including those occurring at break times
- Complete Serious Incident Logs on CPOMS when necessary and liaise with tutors or teaching assistants

Tutors

- Devise individual care and behaviour support plans
- Communicate significant details to other staff via email, staff meetings or conversation
- Record incidents on CPOMS
- If necessary liaise with a line manager to devise strategies to manage repeated problem behaviour
- Keep parents informed about all behaviours (positive and negative) and work with families to promote consistent approaches

Behaviour team

- Analyse incidents of behaviour and report weekly to SLT
- Provide detailed reports on individual pupil behaviour to support a whole school approach
- Support staff in understanding the function of behaviour
- Deliver TEAM TEACH training for new and existing staff which is renewed on a yearly basis
- Monitor CPOMS and sign off incidents

Parents and carers

- 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 behaviours that challenge (for example, attending restorative conversations)
- Raise any concerns about behaviour with the school directly, while 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 challenges.

Responses to behaviours that challenge by pupils

Teacher Intervention

- Praise pupils nearby showing appropriate behaviour
- Use strategies in line with TEAM TEACH
- Quietly remind the pupil in a 1:1 situation, (without the rest of the class becoming distracted) of the agreement or required behaviour
- Offer an alternative learning space or task
- Reminders of motivators for engaging in positive behaviour
- Reminders regarding earning reward time
- Pupil may not earn all reward time
    - Pupil may be supported to make the right choice through restorative practises (Appendix 6)
    - Pupil may be asked to fix any broken resources

Pupils may be supported to have a 'restorative conversation' to support their understanding of the impact of their behaviour on others. Tutors will inform parents via, class dojo, telephone call, email or face to face meeting.

Senior Staff Intervention

If behaviour escalates or includes repeated incidents such as serious violence, harmful sexual behaviour, peer on peer abuse (including fighting, bullying, sexting etc), damage to school or other's property or refusal to comply with above interventions the senior leadership team may:

- Support staff to support pupils. This may be by supporting students to go back to class, speaking with them in a quiet space or supporting an alternative activity. On the occasion that a pupil needs time to calm a pupil may spend time in a senior leader's office. Pupils may remain with the senior leader until they are regulated and have completed any immediate consequences. Senior leaders ensure parents receive notification of the incident.
- Make arrangements for the pupil to be attached to an alternative teaching group or member of staff. This is to create a cooling off period, break a repetitive cycle of behaviour or to demonstrate to other pupils that breaking the behaviour agreement is considered to be a serious matter
- Discuss the pupil at a senior leader meeting. If the behaviour is serious or persistent the pupil will be raised at organisational senior leader meetings. The pupil will be discussed by the behaviour team and appropriate supports put in place. Persistent behaviours will need to be logged and behaviour/care plans adapted
- Consider whether a more comprehensive individual behaviour support plan is needed. Senior leaders evaluate and discuss incidents and on rare occasions involving an incident of extreme seriousness or long-term misbehaviour formal exclusion procedures may be followed by the Headteacher or Deputy Headteachers
- Incidents of sexually harmful behaviour will be raised with the designated safeguarding lead and discussed at safeguarding meetings. Appropriate and consistent strategies and consequences will be applied in accordance with school policy and further guidance
- Pupils and staff may be supported by senior leaders to have a restorative conversation (restorative justice) to support pupils in seeing the impact of their behaviour on others (appendix 6)

Mutual Staff Support

Every member of staff will from time to time find themselves in circumstances in which they are challenged by the behaviour of a pupil or pupils. Staff are encouraged to discuss both formally and informally their experiences of dealing with challenging behaviour in order that an ethos of collective support towards colleagues is maintained within the school.

The Mendip School is a community with pupils of an unusually broad range of cognitive development and age range. Consequently, the school has developed some strategies and procedures which are more appropriate and specific to some pupils.

Some suggested strategies and procedures

Principles

- Challenging and supporting changes in behaviour by teaching appropriate strategies and skills for social interaction
- Maintaining a physical environment with visual clarity, low levels of stimulation and spaces dependent on function
- Maintaining the structure and routines that pupils benefit from
- Ensuring a pupil centred approach so that staff know pupils well and have positive relationships with them
- Proactive strategies are used to provide a positive learning environment
- Pupils are encouraged to develop a sense of responsibility for their own actions
- Pupils have a right not to be disrupted by others
- Ensuring individualised methods of communication
- Understanding that behaviour can be used to communicate a need

Practices

- Adult responses to behaviour that is inappropriate are clear and reinforced by tone of voice, body language and facial expression
- Consequences to behaviours that challenge are immediate and follow routine practice. They may include removal of the student from the group, time to regulate, reduced access to a preferred activity or the development of behaviour contracts
- The quiet room is used where pupils are able to regulate privately and with minimum adult intervention. Pupils may self-select the quiet room
- Staff may use restorative practises to support pupils to take responsibility for their behaviour and to resolve difference of perspective or opinion
- Staff responses are clear and unambiguous – trauma informed approaches and language are used consistently to support language choices and verbal prompts

Pupils receive regular reference to acceptable behaviour through:

- Tutor & assembly time references an aspect of the behaviour code
- PSHE & RSE
- Each room displays the agreement or agreed group interpretation
- Teaching groups agree and develop their own rules and contracts
- School council involvement in behaviour discussions

Motivators/Rewards/Reinforcers

- Stickers which pupils collect
- Class dojo points
- Access to preferred activities for short periods of time at end of lessons etc
- Class Dojo is used to communicate between school and home on a daily basis
- There is an emphasis on the need for proactive strategies to underpin the behaviour policy; these are supported by the early use of active responses where appropriate
- Staff devise individually or collectively, good conduct slips or letters/certificates special rewards that are appropriate to particular groups or situations. Phone calls/emails to parents/carers to inform of good behaviour
- Every class has specific reward time at least once a day which is earnt by following positive behaviour

Reasonable force

Wherever possible The Mendip School uses proactive and reactive strategies to avoid the need for physical intervention. However, there may be occasions where it is appropriate and reasonable to physically intervene.
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:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

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/carers

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.

Monitoring and evaluating behaviour

The school/behaviour team will collect data on the following:

- Serious incidents of behaviour
- Low level persistent behaviours
- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed regularly by the behaviour team and wider senior leadership team.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies and apporaches to tackle them.

Online behaviour

The school will respond to serious incidents of behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

The Mendip School will continue to follow a positive approach to supporting behaviour online.

Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (see below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

The school will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Prohibited items

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same gender as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different gender to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff will support the pupil’s understanding.

If they still refuse to co-operate, the member of staff will contact the senior leadership team to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching a pupil

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information.

Training

As part of their initial induction process and during staff meetings, our staff are provided with regular training on supporting behaviour, including:

- Team Teach training, introductory and refresher including the use of physical intervention
- Specific autism and SLCN training
- Positive emotional wellbeing training
- Autism/Anxiety training
- Restorative practices
- Safeguarding

Any other training relating to the specific needs of the students will also form part of continuing professional development.

The "Use of Physical Interventions" Policy is a complementary policy and should be read in conjunction with this document (appendix 4).

Mobile phones

The Mendip School believe that technology supports students to positively engage in learning and is essential for their future. As part of this we believe that allowing pupils to have their devices on site teaches them to manage their devices use in a structured environment.

Rules for pupils:

- Pupils are allowed to have mobile phones with them on-site, after a settling in period they will be put away in a designated space
- Mobile phones may be used for learning activities or reward as directed by the class teacher, they should not be used at any other time
- Pupils who do not follow the mobile phone policy will face a 24-hour device ban
- There will be exceptions to the rules for medical or personal reasons

The "Use of Physical Interventions" Policy is a complementary policy and should be read in conjunction with this document (appendix 4).

Monitoring and Evaluating the Policy

This behaviour policy will be reviewed by the headteacher/Senior leadership team and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

The PSE co-ordinator will seek feedback from pupils, staff, parents and carers on an annual basis to inform the school self-evaluation process.

Policy reviewed: September 2026

APPENDICES

1. Anti-bullying Policy
2. Synopsis of Team Teach strategies
3. Serious Incident – Criteria
4. Physical Intervention Policy
5. Quiet room rationale
6. Restorative practises

APPENDIX 1

Antibullying Policy

This policy was written with regard to the DfE guidance 'Safe to Learn: Embedding anti- bullying work in schools.'
This policy was written with regard to the DfE guidance on Keeping Children Safe in Education 2019.

Rationale

The Mendip School regards bullying as a form of behaviour where an individual or group deliberately uses power to hurt or intimidate over a period of time and as such is defined as a form of peer-on-peer abuse. As such, bullying may need to be addressed using the guidelines and procedures outlined in the *Safeguarding and Child Protection policy*. In our school we recognise that bullying could occur between individual pupils, between groups of pupils and an individual pupil and between groups of pupils. It could also happen in the same way between members of staff and also between staff and pupils. Bullying can happen through text messaging, emails, phone calls and social media sites. It is not tolerated at The Mendip School and this policy presents the appropriate course of action for people to follow. It further follows that the school must have the will and the means to:

- discover bullying
- prevent bullying
- deal with bullying
- support the bullied
- prevent bullies continuing to bully
- endeavour to assist bullies to change their attitudes so they do not continue bullying

Definition

Bullying is a behaviour which:

- is deliberately hurtful (even if the bully does not realise just how hurtful)
- is repeated over a period of time
- is very difficult for the bullied to put a stop to it
- may be physical
- may be verbal
- may be "indirect" (e.g. by turning other children against the victim)
- can have its seriousness measured by gauging the degree of effect it has on the victim

The Mendip School recognises that bullying can come in many different forms

Bullying can happen to anyone. This policy covers all types of bullying including:

- Sexual Violence and Sexual Harassment (including upskirting)
- Verbally or physically inappropriate behaviour related to race, religion or culture
- Verbally or physically inappropriate behaviour related to SEND (Special Educational Needs or Disability)
- Verbally or physically inappropriate behaviour related to appearance or physical/mental health conditions
- Verbally or physically inappropriate behaviour related to sexual orientation (homophobic bullying)

- Verbally or physically inappropriate behaviour towards young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and LGBTQ verbally or physically inappropriate behaviour
- Verbally or visually inappropriate behaviour via technology –"cyberbullying" including "sexting"
- Social bullying or covert bullying – designed to harm someone's social reputation and/or cause humiliation

Aims

Our aim at The Mendip school is to create a safe and secure environment for all, where bullying cannot thrive. We aim to make The Mendip a bully free zone.
The school aims to:

- recognise that both the bully and the bullied are vulnerable
- support the bullied as a first priority
- have an ethos in which bullying is less likely to occur
- implement preventative approaches to make it less likely that bullying will occur
- give constructive responses when bullying does occur which make it less likely that there will be a repetition
- encourage victims to disclose and for disclosures not to lead to repercussions (from the bully)
- use sanctions to try to prevent bullies continuing to bully (whilst ensuring that the use of sanctions does not indirectly make things worse for the victim)
- consider productive ways of working with bullies aimed at changing bullies' bullying attitudes (and therefore, actions)

Measures

- The topic of "Bullying" is approached, in for instance assemblies, tutor time, PSE, anti-bullying week and school council (this policy to be discussed at school council)
- All staff, especially when on duty at playtime, lunchtime and before school are vigilant and responsive
- Every instance of reported bullying (whatever the source) is investigated and dealt with, parents/carers must be informed

Guidelines

Preventing bullying

We aim to prevent bullying through:

- The establishment of an environment in which staff and pupils value and support one another, people are listened to and taken seriously, and appropriate behaviour encouraged
- The reinforcement of socially appropriate behaviour, through a broad range of curriculum activities
- The establishment of clear lines of communication between pupils, carers and staff
- Our commitment to maintaining our levels of awareness and knowledge about bullying through staff training
- Our commitment to the positive reinforcement of appropriate behaviour
- The positive use of unstructured time

- Our commitment to monitoring and supervision of the routines of school life

Reporting bullying

Pupils are encouraged to tell an adult about all incidents of bullying. Staff are responsible for either acting on or speaking to the class tutor about incidents. Serious incidents are reported to the senior leadership team. These will be recorded in the serious incident log on CPOMS. Incidences of bullying through the use of technology (texts, emails, social media) should be recorded in the serious incident log on CPOMS and reported to the Designated Safeguarding Lead and recorded in CPOMS.

Responding to Bullying

Attempts to resolve bullying may include:

- Making it clear that the bullying behaviour is unacceptable
- Developing empathy in the bully
- Working around the incident in the PSE lessons, circle times, in groups and as a whole school during anti bullying week. Approaches must be appropriate for the pupils ensuring necessary vocabulary is taught (verbal & non verbal)
- Talking to the victim and making suggestions about strategies for avoiding or dealing with bullying behaviour
- Monitoring those involved
- Counselling individuals and groups
- Using sanctions, which usually include contact with parents/carers
- Restorative conversations

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

APPENDIX 2

Team Teach

Team Teach is a positive behaviour support curriculum accredited by BILD. Member of The Mendip School staff are trained instructors for this programme. All staff receive initial and refresher training and are trained in appropriate physical interventions.

Team Teach has developed strategies to move beyond behaviour management.
These strategies promote team building, personal safety, communication, and verbal and non-verbal de-escalation techniques. These techniques support behaviours, reducing risk and minimising the need for physical intervention.

We believe that understanding behaviour triggers and recognising all behaviour as a form of communication is key, and in some cases, where appropriate, offer safe, respectful and minimal physical intervention skills as a last resort, with an emphasis on de-escalation strategies being 95% of our focus.

We see this as just one part of a whole-setting approach to behaviour support and help staff develop acceptable, appropriate, authorised responses to distressed and dysregulated behaviours. These responses maintain positive relationships and ensure safety for all.

Additionally, all training emphasizes the importance of recording, reporting, monitoring, and evaluating of all incidents.

Serious incident - Criteria

Incidents to be recorded

Serious incidents of pupil behaviour are recorded on CPOMS. The following exceptional events must always be reported and recorded in the log with dates, full details, witnesses etc. Some incidents could also be recorded on CPOMS or low-level concern forms depending on the incident.

1. Any incident when a member of staff feels that they have behaved inadvertently in a way that could be misconstrued as sexually provocative
2. Incidents when a pupil behaves in a sexually provocative manner towards a member of staff
3. Any allegations of sexual harassment to or by staff or pupils
4. Any incident involving serious damage to property
5. Any incident involving serious theft
6. Any occasion on which a pupil or staff member has suffered injury
7. Any visits of police officers to interview a specific pupil
8. Any disciplinary incidents serious enough to warrant a request to parents to visit school and see the Headteacher
9. Any exclusion from school
10. Any incident of drug abuse or substance abuse in school
11. Any occasion when a pupil is required for disciplinary reasons to remain in school beyond school hours
12. Any other incident serious enough to disturb substantially the smooth running of the school including racial abuse and homophobic bullying

APPENDIX 4

Physical Interventions Policy

Within The Mendip School there are some pupils who will, at some stage, experience a physical intervention from staff. The purpose of this policy is to identify the range of physical intervention use in school. These could be frequent actions such as supporting pupils getting dressed through to rare actions such as a restrictive physical intervention.

The policy deals with the need to consider the circumstances in which a physical intervention may take place, recognised school procedures including planning and recording. It should be read in conjunction with the school Behaviour Policy.

Physical interventions may be defined as:

- Touch as part of the learning programme
- Touch for care and management of physical/medical needs
- Touch or restrictive physical interventions as responses to challenging behaviour

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe

At The Mendip School all aspects of physical interventions are recognised as sensitive issues.

Key aspects of our practice are:

- training
- recording
- reporting
- monitoring

Training

Appropriate training is provided for staff as follows:

- medical training from school nurse, school doctor, specialist medical professionals for intimate care, medical procedures, administration of medication other than tablets/medicines taken by pupils independently in the presence of staff
- advice on assisted eating programmes for individual pupils is sought from school nurse and parents initially and subsequently from school doctor, paediatrician, dietician, speech and language therapist etc
- all staff are trained in physical interventions (Team Teach) and staff receive an introductory course when beginning their role and yearly refreshers

Wherever possible, training needs for staff specific to an individual pupil are identified and met prior to the pupil starting at school.

Practices agreed following the training are recorded on individual pupils' care plans (ICP) and or behaviour support plans.

Recording

All pupils have Education, Health and Care Plans which are reviewed annually with parents/carers and other professionals. Review meeting reports indicate if physical interventions are likely to be used with an individual pupil. Individual education plans and individual care plans are developed each term and these will contain any new need for physical interventions. These are reviewed by tutor together with parents/carers. ICP documents are kept in main file (office) and online. Behaviour plans are stored on CPOMS.

Physical interventions that may form part of a learning programme are detailed on a plan for physical intervention as part of learning programme and included with ICP.

They could include:

- hand-over-hand use of scissors, writing implements etc
- touch to aid manipulation of equipment in (for example) science or technology

Physical interventions may be used in response to physical/medical needs and are detailed in individual care plans.

These include intimate care, administration of medication, feeding and support for personal hygiene. Care plans are reviewed three times per year, more frequently if necessary and if behaviour changes that would warrant a new behaviour plan.

Physical interventions detailed on care plans include:

- personal hygiene support for continence, menstruation
- support for developing independence skills in personal hygiene
- insertion of catheters, naso-gastric tubes etc
- administering oral midazolam
- administering rectal diazepam etc
- epi-pens for anaphylactic reactions
- inhalers, nebulisers
- supporting pupils at meal/snack times where there may be physical or behavioural difficulties

Physical interventions may be needed to support challenging behaviour and are detailed in individual care plans and or their behaviour support plan.

In special schools there are children with severe behavioural difficulties who present behaviour that may necessitate the use of restrictive physical interventions to prevent injury, damage to property, or the breakdown of discipline. Section 550A of the Education Act 1996 clarifies the position about the use of restrictive physical interventions by teachers and others authorised by the Headteacher to control or restrain pupils. Staff are aware through their training that use of physical force must be reasonable. Training complies with:

- DfE website, 'Section 550ZA of the Education Act 2011: the use of force to control or restrain pupils'
- DfE guidance dates July 2013 'Use of reasonable force in schools'
- The Mental Capacity Act 2005

Parents are asked to:

- 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 behaviours that challenge (for example, attending restorative conversations)
- Raise any concerns about behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

All physical interventions are logged in accordance with GDPR procedures.

School expectations

The use of restrictive physical interventions should only be used by staff that have successfully completed appropriate training and always be considered within the wider context of other measures and seen as a last resort. These include establishing and maintaining good relationships with children and using diversion, diffusion and negotiation to respond to difficult situations. Staff use techniques that form part of the Team Teach programme. All interventions are passive, non-aversive, and use minimum force required, for minimum time necessary. Use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, is dealt with under school disciplinary procedures.

Whenever possible a senior member of staff should be summoned prior to a member of staff engaging in a restrictive physical intervention.

A situation in which restrictive physical interventions may be used falls into three main categories:

- where there is a risk of injury
- where there is a developing risk of significant damage to property
- where good order and discipline are compromised

Examples of the first two categories include:

- crossing a road or proximity to any hazardous situation with a vulnerable pupil
- a pupil attacks a member of staff, or another pupil
- pupils are fighting
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others

- a pupil attempts to abscond from a class or tries to leave who would be at risk out of the classroom or school
- escorting a pupil to a place of safety when their self-control is poor

Examples of the third category include:

- a pupil deliberately obstructing a corridor causing a danger or disruption to others with no alternative route through
- a pupil is behaving in such a way that is seriously disrupting a lesson and moving the teaching group is not a suitable alternative

In both cases above it would be wise to involve a member of the SLT if possible.

There is no legal definition of reasonable force but three criteria are established for guidance:

- if the circumstances of the particular incident warrant it
- the degree of force must be in proportion to the circumstances
- the age, understanding and sex of the pupil

Minimum force with maximum care should be used and never as a punishment.

Force that may not be used includes:

- holding round the neck or any other hold that might restrict breathing
- kicking, slapping or punching
- forcing limbs against joints (e.g. arm locks)
- tripping or holding by the hair or ear
- holding face down on the ground

If staff are; unsure about, or disagree with the strategies within a behaviour or care plan, or the manner in which colleagues carry out the strategies, they should consult with a colleague, senior member of staff child protection lead if appropriate.

Positive behaviour management/support

All staff should adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem. This might be in consultation with the behaviour team and/or a Behaviour Therapist.

The positive approach would;

- Find out the function of the behaviour
- Understand the factors that influence this child's behaviour
- Identify early warning signs that indicate foreseeable behaviours are developing

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours and make sure that the use of physical intervention is rare.

All behaviour management plans should be formally agreed by staff and parents before implementing them in school. Plans should be formally recorded in accordance with school procedures and set out the action taken to:

- Meet the pupil's needs
- Encourage the pupil to make positive choices and develop self-control
- Support the pupil in difficult situations
- Safely manage crisis if and when they occur

Risk assessment and planning for use of physical interventions

Some children behave in ways that make it necessary to consider the use of physical intervention as part of a behaviour management plan. All identified behaviours necessitating use of physical intervention should be formally risk assessed. The resulting risk management strategy must be compatible with a positive behaviour management approach. Planned use of physical intervention must be clearly shown to be in keeping with the pupil's EHCP and his or her individual care plan/behaviour plan. It should also be properly documented within school records.

All staff should be aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury.

Techniques and methods for controlling and restraining pupils using physical interventions must be assessed to ensure they are safe, suitable and appropriate for use with the named pupil.

They should be agreed in partnership with the pupil (if appropriate), parents (or those with parental responsibility) and other statutory agencies working with the pupil. This is especially the case when children are looked after by the local authority, in respite care, or cared for by others with legal responsibility in order to ensure that there is a consistent approach to the use of force in and out of school.

In the event of disputes over, or concerns about, techniques and methods being considered, an interim school strategy should be agreed and the matter referred to the LA. If necessary, adjudication might be offered by an independent officer nominated by the local Area Child Protection Committee.

Risk Assessments are also completed for pupils who are potential "runners" and included with ICP/behaviour plan.

Use of physical interventions in unforeseen and emergency situations

It is acknowledged that, on occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a crisis. It is recommended that:

- Before using a physical intervention – staff attempt to use diversion or diffusion to manage the situation
- When using a physical intervention – staff must use techniques and methods with which they are competent, confident and permitted by the school i.e. Team Teach

- In exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff manage the situation as best they can to comply with the section "School Expectations"
- Staff should always report and record use of physical intervention that occurs in unforeseen or emergency situations using school procedures
- Pupils should be given opportunity to comment on instances of physical intervention using comment sheets. Completed sheets to be attached to record sheets

Post-incident support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with school procedures.

Reporting and recording use of restrictive physical interventions

The school wishes to ensure that there is transparency around the physical actions of staff that can be interpreted as going against the will of the child.

The school intends to ensure that any foreseen physical intervention e.g. guiding a KS1 pupil back to his seat, preventing a child from self-harming, or one-person escort for a child reluctant to return to lessons at the end of break is documented within a care plan/behaviour plan. Incidents are recorded on CPOMS or reference is made to the expected average number of interventions per day. Behaviour plans are managed by the class tutor and shared with parents.

After incidents in which physical intervention is used, (action by a member of staff that is against the will of the child) staff should report and record the matter in accordance with school procedures. The school ensures that parents and the local authority are informed about these incidents in accordance with agreed local procedures and time scales.

Unplanned physical intervention will be recorded in the Physical Intervention Log on CPOMS.

Unplanned physical intervention will trigger a risk assessment possibly followed by an update to the behaviour plan if future incidents are expected.

The behaviour team monitor behaviour plans.

Entries are signed off by a member of the behaviour team.

Incidents resulting in injury will be recorded on an accident form on Bromcom.

None of these records are mutually exclusive: some incidents may be recorded in all places. All incidents should be recorded within 24 hours.

Monitoring use of physical interventions

Use of physical intervention in school is monitored in accordance with Minimum Child Care Standards in order to help staff learn from experience, promote the wellbeing of children in their care, and provide a basis for appropriate support. Monitoring can help to determine what specialist help is needed for children and to assess the appropriateness of the child's placement at the school.

Information on trends and emerging problems are shared within the school using local procedures. Monitoring information is reported on a regular basis to school governors.

Responding to complaints

The use of restrictive physical intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint being received in relation to use of force by staff, the matter should be dealt with in accordance with agreed procedures for handling allegations against members of staff.

Staff training

All staff are trained in physical intervention methods that are acceptable within the school. This training is intended to help staff to link meeting children's needs with positive behaviour management. Staff involved in implementing planned use of physical intervention, as part of a behaviour management strategy within the school, are provided with training in the range of intervention techniques they are expected to use in their day-to-day work. On successful completion of training, staff are expected to attend annual updates.

Unacceptable practices and guidance

- Any physical intervention that is purposefully aversive, inflicts pain or injury is unacceptable
- Any restrictive physical intervention must employ only the minimum amount of force needed to avert injury, damage to property or to prevent breakdown of discipline
- The scale and nature of any physical intervention is proportionate to the behaviour and the nature of the harm that might be caused
- Physical interventions associated with administering medication or food/drink to pupils must be advised by medical professionals with initial advice from school nurse
- Restrictive physical interventions such as forcing a pupil's mouth closed to encourage swallowing or to prevent re-gurgitation
- The use of force to push food down the throat of a child
- Physical interventions must not be used that involve;
  - clothing or belts to restrict movement
  - holding a pupil who is lying on the floor to restrict movement
  - extending or flexing joints or putting pressure on joints
  - pressure on neck, chest, abdomen or groin area
  - forced feeding
- Seclusion, where a pupil is prevented from leaving a room or a building, may be deemed a 'restriction of liberty' under Children Act 1989. See "Use of quiet rooms" document
- Avoid any physical intervention that could be mis-interpreted as sexual
- Wherever possible restrictive physical interventions should be used sensitively and with respect for cultural expectations and pupils' attitudes towards physical contact
- Planning should include strategies for maintaining dignity of pupil and avoidance of situations where physical interventions are used "in public"
- Slips that can be handed to members of the public if they witness staff intervening should be taken on all visits out of school
- Visitors to school may need explanations about what they have seen: staff responsible for visitors should provide information whilst respecting confidentiality

Appendix 5

Quiet Room Rationale

Definitions of terms used in this guidance

Quiet Room - a room that offers a pupil an opportunity to calm during the school day.

This policy relates to the use of a room to allow a pupil to calm as safely and effectively as possible.

Best Practice for use of Quiet Rooms

There are times when pupils need access to a quiet and calm space. A Quiet Room is a sensory-controlled calming area. The purpose of a Quiet Room is not exclusion or punishment. Rather, it is a space to help children to calm down and to begin to use self-regulation skills.

In the majority of cases the use of a Quiet Room should form part of a **pupil's individual positive behaviour plan/risk assessment** and should be agreed by school leaders and parents/carers and their agreement recorded. Children and young people should be consulted in accordance with their age and level of understanding.

In optimum circumstances the pupil will choose to access the Quiet Room, sometimes with a prompt from staff or by requesting to do so either verbally or by using a quiet room symbol. In exceptional circumstances when the pupil is unable to make this informed choice, staff may be required to support the pupil to the Quiet Room using agreed physical interventions or supports. All staff are trained in the use of physical interventions through Team Teach Training is refreshed annually with top up staff meeting each term.

The Quiet Room should only be used after proactive and active strategies have been used. A decision to use physical intervention to support the pupil in accessing the Quiet Room should be based upon professional judgement. In order for a pupil to use a quiet room the following need to be in place;

- A behaviour plan for the individual pupil which has been agreed by parents
- A risk assessment for the individual pupil which has been agreed by parents

If neither of the above are present, a quiet room may still be used when it is required to prevent one of the five legally defensible criteria detailed below. In the case of such an event, a member of senior management must be alerted immediately, parents notified and the pupils' individual behaviour plan updated in accordance with the school's behaviour policy.

This guidance should be used in conjunction with;

- The Department for Educations Guidance on the use of behaviour management in schools
- The guidance "Behaviour and discipline in schools; advice for head teachers and school staff"
- The Education & Inspections Act 2006
- Government Guidance 'Use of reasonable force; advice for head teachers, staff and governing bodies
- Government Guidance "Reducing the Need for Restraint and Restrictive Intervention"
- The BILD code of conduct

The use of a quiet room is likely to be legally defensible when it is required to prevent one or more of the following

- self-harming
- injury to other pupils, staff or visitors
- damage to property
- an offence being committed and
- in school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils

In these instances, the Quiet Room can be used as a means of

- helping the pupil to manage their own emotional state
- reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school
- reducing the need for prolonged use of physical intervention

Staff at The Mendip School are fully aware and competent in communicating effectively with the pupils. This is through use of PECS, Makaton, use of visual cues or verbal communication; this will be included in the behaviour plan.

What should be in a Quiet Room?

The Quiet Room is not a teaching room. It is a place of safety and should create a calming environment for the pupil. Lights should be low. Cushions, bean bags could be used for pupils who need to lie down. Soft blankets and covers could be helpful to pupils who like to cover themselves up. Some quiet rooms may have nothing in them at all to support pupils to access a low stimulus area. Staff must be able to see the child at all times.

Helping pupils to understand how to use the Quiet Room

- Introduce the Quiet Room in a positive, proactive way that helps the child to understand the benefits that can come from its usage
- Explain to the child that the room can be used when she/he becomes aware that she/he is starting to get upset, get worried or get angry. Use language that is simple and positively stated
- Explain that the Quiet Room will be for them when they are in it
- Staff should avoid entering the Quiet Room unless absolutely necessary, i.e. to keep the child safe, or unless the child has asked the adult to join them in the room
- The Quiet Room should not be used on a 'scheduled' basis. It is meant to be used as and when a child is starting to show signs that they may become upset or demonstrating that they need a break to avoid a critical incident and to regain a sense of calm
- The best outcome of using a Quiet Room is when a child learns how to 'self-regulate' independently and is able to calm her/himself down
- The Quiet Room needs to be used with a calm and positive approach in order to help reduce anxiety. This means using a planned and sensitive manner to help the child move towards the room and during and after they have spent time there
- When introducing the Quiet Room initially, the child should be asked to spend five to ten minutes in there. They can lie down on something comfortable if they want to (e.g. a bean bag, specially provided soft cushions, etc.) or they can stand and move around if they want to. This introduction

session should be used in a proactive manner, when the child is calm and receptive, in order to help her/him feel good about being there

- Following several sessions when the child has been able to spend time in the room while in a pleasant and quiet frame of mind, the next step is to explain to the child that the Quiet Room will also be available when they need a place to calm down, help them stop worrying or help them to feel less angry
- It is important to explain that sometimes a member of staff will suggest that 'this is a good time to use the Quiet Room' or the child themselves may feel that 'this is a good time to use the Quiet Room'
- Staff should then be alert to warning signs that the child may need a break and remind the child that this may be a good time to use the Quiet Room
- Where the pupil is non-verbal they could be taught to use a break symbol or a quiet room symbol as a strategy for self –regulation

Procedure for the use of the Quiet Room

- When a member of staff notices that a pupil is becoming anxious or agitated, the pupil should be given reasonable opportunity to calm using the strategies detailed in the school's behaviour policy or in the pupil's individual behaviour plan
- If the pupil's behaviour continues to cause concern and is reaching a point where they are affecting other pupils and/or they become a danger to themselves, other pupils or staff, the pupil should be prompted to make 'the right choice' and self-select a calming strategy, which could be the quiet room
- Other staff should be alerted for support as appropriate
- If the pupil continues to escalate their behaviour, and all other reactive strategies have been exhausted, staff should suggest 'this is a good time to use the Quiet Room'
- If the pupil continues not to comply and, subject to a dynamic risk assessment, one of the five legally defensible criteria (as above) apply, staff may consider it necessary to escort the child to the Quiet Room using an approved physical intervention in line with school policy and the law
- Once in the Quiet Room and away from the body of the school, staff involved should try to resolve the situation satisfactorily with the child spending the minimum time necessary in the Quiet Room
- When the Quiet Room has been used, the incident must be recorded appropriately alongside the serious incident on CPOMS
- While a child is in the Quiet Room, senior staff should ensure that appropriate staffing is available to support the child

Quiet Rooms serve a number of purposes:

- Pupils may self-select the room (as a chill-out zone) when they are becoming stressed by the classroom environment. In most cases the pupil would not be directly supervised, but monitored in terms of, ensuring the pupil has arrived in the room safely and the length of time spent away from the teaching group
- Pupils may spend time in the quiet room as a proactive strategy to avoid further escalation of behaviour. An adult may suggest this. This is: **time out**
- Pupils may spend time in the quiet room having been supported to leave a situation causing anxiety. This is: **withdrawal** (which involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities)

- Pupils who are presenting a danger to themselves or others may, in extreme circumstances be supported to the quiet room. Adults will observe the pupil at all times and usually the door is open. The door may be held closed by a member of staff to maintain the health & safety of staff and pupils. This is; **seclusion** (where an adult or child is forced to spend time alone against their will)

Seclusion is a high-risk activity for staff as restricting the liberty of an individual is a very serious event. It is therefore essential that records of the event are comprehensive and clearly indicate what led (antecedents and context) to the need for seclusion.

Any use of a quiet room must be with reference to the pupil's own Behaviour Support Plan. An unplanned use of the room will automatically trigger a review of the behaviour support plan, this will be discussed with parents/carers.

There are four quiet rooms located in The Mendip School. They are minimally furnished to allow a distraction-free environment. All quiet rooms have observation panels in the doors so that pupils can be monitored with little or no interaction. It is desirable/preferable that the door should be left open when circumstances permit. Quiet rooms cannot be locked.

Any planned use of the Quiet Room will appear within a Behaviour Support Plan.

The Quiet Room log must be completed every time a pupil uses the room. This can be found in the school's online tool, CPOMS. The context must be included. Incidents of seclusion must be reported in the serious incident log.

When a pupil is in a Quiet room for any of these reasons (as opposed to self-selection to calm down) at least one member of staff must remain outside to monitor the pupil through the window. For the protection of staff, whenever the pupil in the quiet room is likely to present a physical confrontation it is essential that a colleague is also present.

Quiet rooms are maintained so there is little opportunity for pupils to harm themselves but self-injuring behaviour may require a spontaneous risk assessment and staff member(s) to enter in order to prevent further injury.

Use of the Quiet Room, (other than in an unplanned event) follows a signed agreement with parents/carers arising out of a meeting to develop a pupil's Behaviour Support Plan. Expected frequency of use is also part of the pupil's Behaviour Support Plan.

Monitoring use of the quiet room is in accordance with minimum child care standards in order to help staff learn from experience, promote the wellbeing of children in their care, and to provide a basis for appropriate support. Monitoring can help to determine what specialist help is needed for children and to assess the appropriateness of the child's placement at the school. Monitoring is carried out termly by both senior leaders and a member of the governing body.

Within CPOMS, The Physical Intervention Log or Pupil Behaviour Plan Log will be completed when there has been physical intervention by staff whilst escorting a pupil to the Quiet Room.

If staff are; unsure about, or disagree with the strategies within a behaviour management plan, or the manner in which colleagues carry out the strategies, they should consult with a colleague, senior member of staff or child protection lead if appropriate.

APPENDIX 6

Restorative practices

The Mendip School use an approach called Restorative Justice (practices) to support pupils and staff following serious incidents or where conflict has occurred.

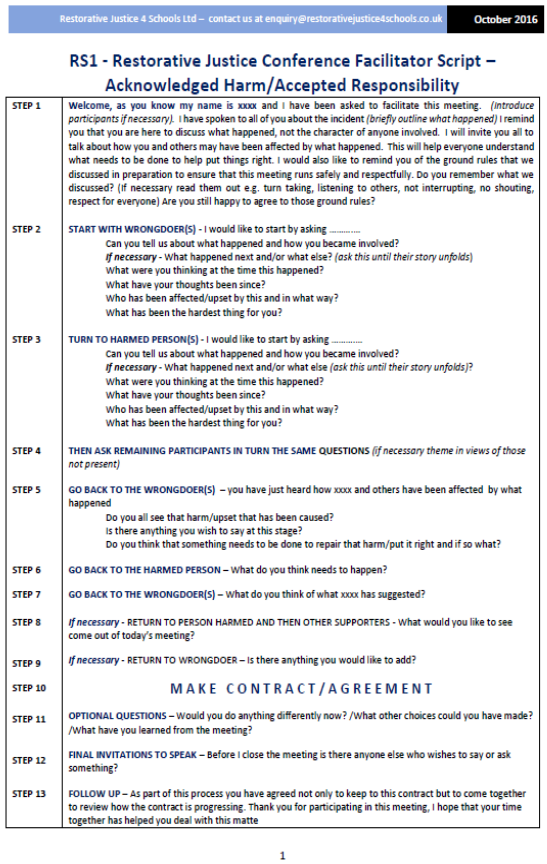
A restorative school is one which takes a restorative approach to resolving conflict and preventing harm.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.

An example of a restorative structured conversation is below.



Restorative Justice 4 Schools Ltd – contact us at enquiry@restorativejustice4schools.co.uk October 2016

RS1 - Restorative Justice Conference Facilitator Script – Acknowledged Harm/Accepted Responsibility

STEP 1	Welcome, as you know my name is xxxx and I have been asked to facilitate this meeting. *(introduce participants if necessary)* I have spoken to all of you about the incident *(briefly outline what happened)* I remind you that you are here to discuss what happened, not the character of anyone involved. I will invite you all to talk about how you and others may have been affected by what happened. This will help everyone understand what needs to be done to help put things right. I would also like to remind you of the ground rules that we discussed in preparation to ensure that this meeting runs safely and respectfully. Do you remember what we discussed? (If necessary read them out e.g. turn taking, listening to others, not interrupting, no shouting, respect for everyone) Are you still happy to agree to those ground rules?
STEP 2	START WITH WRONGDOER(S) - I would like to start by asking …… Can you tell us about what happened and how you became involved? *If necessary* - What happened next and/or what else? *(ask this until their story unfolds)* What were you thinking at the time this happened? What have your thoughts been since? Who has been affected/upset by this and in what way? What has been the hardest thing for you?
STEP 3	TURN TO HARMED PERSON(S) - I would like to start by asking …… Can you tell us about what happened and how you became involved? *If necessary* - What happened next and/or what else *(ask this until their story unfolds)*? What were you thinking at the time this happened? What have your thoughts been since? Who has been affected/upset by this and in what way? What has been the hardest thing for you?
STEP 4	THEN ASK REMAINING PARTICIPANTS IN TURN THE SAME QUESTIONS *(if necessary theme in views of those not present)*
STEP 5	GO BACK TO THE WRONGDOER(S) – you have just heard how xxxx and others have been affected by what happened Do you all see that harm/upset that has been caused? Is there anything you wish to say at this stage? Do you think that something needs to be done to repair that harm/put it right and if so what?
STEP 6	GO BACK TO THE HARMED PERSON – What do you think needs to happen?
STEP 7	GO BACK TO THE WRONGDOER(S) – What do you think of what xxxx has suggested?
STEP 8	*If necessary* - RETURN TO PERSON HARMED AND THEN OTHER SUPPORTERS - What would you like to see come out of today's meeting?
STEP 9	*If necessary* - RETURN TO WRONGDOER – Is there anything you would like to add?
STEP 10	MAKE CONTRACT/AGREEMENT
STEP 11	OPTIONAL QUESTIONS – Would you do anything differently now? /What other choices could you have made? /What have you learned from the meeting?
STEP 12	FINAL INVITATIONS TO SPEAK – Before I close the meeting is there anyone else who wishes to say or ask something?
STEP 13	FOLLOW UP – As part of this process you have agreed not only to keep to this contract but to come together to review how the contract is progressing. Thank you for participating in this meeting, I hope that your time together has helped you deal with this matte

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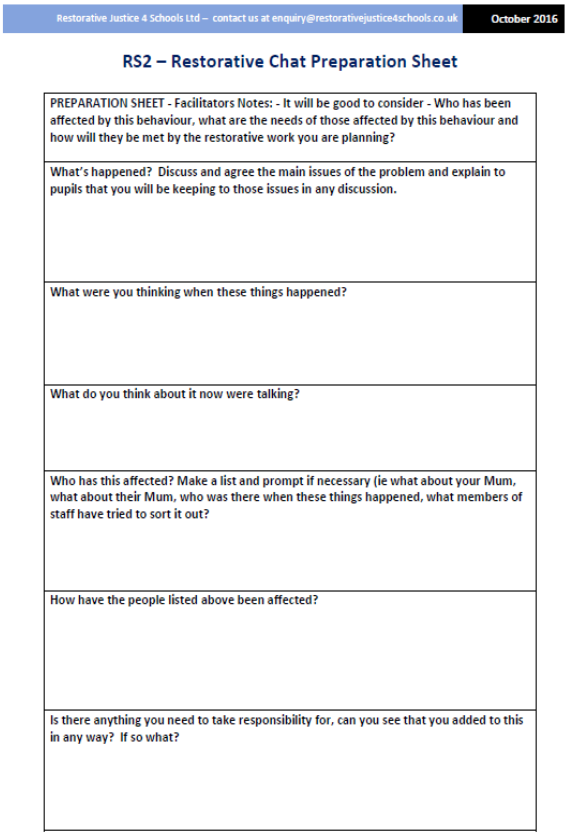

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RS2 – Restorative Chat Preparation Sheet

PREPARATION SHEET - Facilitators Notes: - It will be good to consider - Who has been affected by this behaviour, what are the needs of those affected by this behaviour and how will they be met by the restorative work you are planning?
What's happened? Discuss and agree the main issues of the problem and explain to pupils that you will be keeping to those issues in any discussion.
What were you thinking when these things happened?
What do you think about it now were talking?
Who has this affected? Make a list and prompt if necessary (ie what about your Mum, what about their Mum, who was there when these things happened, what members of staff have tried to sort it out?
How have the people listed above been affected?
Is there anything you need to take responsibility for, can you see that you added to this in any way? If so what?

RS3 – Large Group Restorative Chat Script (Use Preparation Sheet RS3)

Arrange circle depending on what has been said to you in preparation above, ask the person you think will be most honest to your right in the circle, the person who is likely to add positively to what person 1 has said next to them/
Ask the questions 1-5 to each participant in turn – say I would like to come back to you (name participant) and ask you….
1. What's happened? Discuss and agree the main issues of the problem and explain to pupils that you will be keeping to those issues in any discussion.
2. What were you thinking when these things happened?
3. What do you think about it now were talking?
4. Who has this affected?
5. How have the people listed above been affected?
Ask questions 6 and 7 to everyone at the same time
6. Is there anything you need to take responsibility for, can you see that you added to this in any way? If so what?
7. What do you think needs to happen to put things right and ensure this doesn't happen again?
Make contract – say I think it would be a good idea to write a contract between everyone to ensure we all know what's been agreed and what needs to happen in the future to ensure that this is resolved and will not happen again. What would you like to be put on the contract? What do you think others would like put on the contact?
Ask the questions 8-11 to each participant in turn – say I would like to come back to you (name participant) and ask you….
8. What has been the hardest thing for you?
9. What could you do differently next time if tensions start to build up?
10. If we are able to resolve this issue what difference will it make to you coming into school, how you feel about being at school, your studies and what you would like to achieve whilst at school?
11. If we are unable to resolve this issue what difference will it make to you coming into school, how you feel about being at school, your studies and what you would like to achieve whilst at school?

Further information can be found at
https://restorativejustice.org.uk/restorative-practice-education-0

Date: September 2026