



FORGE INTEGRATED PRIMARY SCHOOL



PASTORAL CARE POLICIES

Our Core Mission Statement

We aim to provide an integrated learning environment which seeks to develop well rounded individuals, by encouraging enquiring minds and promoting self respect and respect for others. Whilst mainly Christian we will strive to create a school community which is fully inclusive and values the active contribution of all involved with the school.

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FORGE INTEGRATED

PRIMARY SCHOOL

PASTORAL CARE POLICY

Definition

“Pastoral care is concerned with promoting pupils’ personal and social development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst pupils, teacher and other adults in the school; through monitoring pupils’ overall progress, academic, personal and social; through specific pastoral structures and support systems; and through extra-curricular activities and the school ethos. Pastoral care, accordingly should help a school to achieve success” (DES 1989)

Aims

To

1. create a secure and caring environment for all members of the school community
2. promote positive and supportive relationships throughout the school so that effective teaching and learning can take place
3. promote a positive discipline policy which respects the rights and responsibilities of teachers, non-teaching staff, pupils and parents
4. develop children’s social and life skills
5. anticipate and deal with problems which individual children might experience in school.

Objectives

The pastoral dimension of the school involves all pupils and all adults involved with the life of the school.

For **pupils** this means encouraging them:

1. to set and achieve personal, social and academic goals through a planned and developmental programme
2. to develop independence of mind and to take responsibility for their own actions
3. to develop self-discipline and self-respect

4. to develop an understanding of themselves as individuals – their strengths and limitations, their personal qualities, their attitudes and values
5. to develop a respect and understanding of other people and their way of life
6. to develop an understanding of the world in which they live.

For **teachers** this means:

1. developing whole school curriculum policies which establish principles for action throughout the school
2. promoting a caring environment where pupils' learning is developed within the context of their individual needs and abilities
3. seeking, where appropriate, the co-operation of outside agencies
4. regularly monitoring, evaluating and reviewing all aspects of personal provision.

Pastoral responsibilities will be carried out more effectively when appropriate and continuing staff development is provided for teachers who need to feel that they are valued and that help, support and training are available to them. In particular they need to have:

- a. opportunities for training and professional development. This may be in the form of school based courses and courses organised by the EANI
- b. appropriate leadership, co-ordination and motivation
- c. clear job descriptions, sensitive appraisal and feedback
- d. appropriate resources and facilities
- e. opportunities to participate in corporate activities and to feel valued as members of the team.

For other adults associated with the school this means

1. having an understanding and empathy with the ethos and aims of the school
2. being partners with the teachers in providing a caring approach.

Structure and Responsibilities

All members of staff have responsibility for the welfare of pupils. In addition, a formal pastoral structure exists to care for pupils in particular ways.

Class teachers

Class teachers are best placed to have a detailed knowledge and understanding of the children in their care and to be supportive of their pastoral needs. The role of the class teacher will include working to:

- ensure that learning is carried out in a happy atmosphere within the classroom, where each pupil is treated as an important individual
- employ a range of teaching strategies in response to pupils' needs
- give pupils responsibility for some of their own learning
- stretch pupils through appropriate and challenging tasks
- integrate pupils with special needs as far as possible
- provide reassurance and build confidence
- encourage pupil motivation and commitment

- promote a sense of achievement through praise, recognition and displays of children's work
- ensure that knowledge of particular home circumstances influences their attitudes, expectations and actions and be responsible for passing on relevant information to the next teacher
- liaise with parents, principal, vice-principal, pastoral care co-ordinator, key stage co-ordinators or SENCO, as appropriate.

Pastoral Care Co-ordinator

Mrs Kerr is responsible for co-ordinating the system of pastoral care throughout the school. Members of the school management team will support class teachers in their efforts to achieve the aims of the pastoral care policy. They will assist the pastoral care co-ordinator to monitor and evaluate the effectiveness of the policy.

Lunchtime Supervisors

Lunchtime supervisors should display a positive, caring attitude to the children. They should:

- ensure that children spend lunchtime in a happy atmosphere in which each child is treated as an important individual
- ensure that every reasonable effort is made to ensure the safety of the children including informing the Principal if any unauthorised adult is in the building or grounds or if any aspect of the building or grounds is presenting a risk to the safety of pupils or staff
- keep children under close observation, being vigilant for physical or emotional intimidation and children who appear unhappy and/or isolated
- carry out the school's discipline policy consistently and fairly with emphasis placed on the reinforcement of positive behaviour
- encourage children to become increasingly responsible for their own behaviour, eg become increasingly independent in dealing with minor problems, sometimes providing children with advice rather than directly taking control
- provide reassurance and build children's confidence
- build up a knowledge of individual children
- liaise with the senior supervisory assistant, class teacher, pastoral care co-ordinator, Key Stage co-ordinators, vice-principal and principal where appropriate.

Links with other agencies

The school works in partnership with various outside agencies including the Education Welfare Service and Health and Social Services (see Policy for Child Protection/Safeguarding). Teachers with any concerns about a child's welfare should refer their concerns to Ms Mahon – Designated Teacher for Child Protection/Safeguarding.

Criteria for Referral to the Education Welfare Service

1. Social/Emotional/Medical/Educational Problems

Where difficulties are thought to be as a result of social, emotional, educational or medical problems affecting the pupil or family.

2. *Behaviour Difficulties*

Where behaviour problems are linked to absence and/or unusual or difficult behaviour in school which may lead to suspension or expulsion.

3. *Persistent Absenteeism*

If the problem persists despite initial investigation and action by the school

4. *Re-referral*

Where there is a recurrence of problems concerning a child whose case has previously been closed.

Mrs Kerr will also liaise with the school health team. When a child commences his or her education at Forge, parents are required to complete a personal information sheet on which they give information concerning the child's medical history. Parents are asked to update this information annually. From this data, children with special needs of a medical nature (eg asthma, epilepsy, diabetes, eyesight, hearing, speech problems) are identified.

Ms Mahon (SENCO) will liaise with support teachers and the educational psychologist.

Personal, Social and Health Education

Our PDMU programme

- Helps equip pupils with a variety of social skills
- Encourages self-awareness and enhances self-esteem
- Encourages respect and tolerance for others
- Encourages self-protection

PDMU involves all aspects of teaching and learning and is the responsibility of all teachers. As well as being evident in interpersonal relationships throughout the school our PSHE programme includes such topics as keeping safe, drug awareness, relationships, developing self-esteem and self-discipline. Teachers are encouraged to use 'Circle Time' as an opportunity for the teacher and class to communicate with each other about issues which promote self-esteem and positive behaviour.

Monitoring and Evaluation

This policy should facilitate good relationships and a happy caring atmosphere. The school will carry out, at regular intervals, an evaluation of the pastoral care system to enable us to further improve the quality of provision for the benefit of all pupils and teachers.



FORGE INTEGRATED PRIMARY SCHOOL

CHILD PROTECTION/SAFEGUARDING POLICY

We in Forge Integrated Primary School have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our pastoral care policy, which aims to provide a caring, supportive and safe environment, valuing individuals for their unique talents and abilities, in which all our young people can learn and develop to their full potential. One way in which we seek to protect our pupils is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

All our staff and volunteers have been subject to appropriate background checks. The staff of our school has also adopted a Code of Practice for our behaviour towards pupils. This code is set out in the Appendix to this policy statement.

In addition to the procedures laid out in this document in relation to dealing with suspected incidences of abuse, the school is aware of the UNOCINI (Understanding the Needs of Children in Northern Ireland) process. The designated teacher has attended UNOCINI training. The school will, where needs are identified, use the UNOCINI process to proactively address issues faced by children and families that we feel may have the *potential* to develop into Child Protection/Safeguarding issues.

The purpose of the following procedures on Child Protection/Safeguarding is to protect our pupils by ensuring that everyone who works in our school – teacher, non-teaching staff and volunteers – has clear guidance on the action which is required where abuse or neglect of a child is suspected. The overriding concern of all caring adults must be the care, welfare and safety of the child, and the welfare of each child is our paramount consideration. Child abuse will not be ignored by anyone who works in our school.

What is child abuse?

We use the following definition:

Neglect - the persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including a failure to thrive.

Physical – physical injury to a child, whether deliberately inflicted or knowingly not prevented.

Sexual – the sexual exploitation of a child or young person for an adult's or another young person's own sexual gratification; the involvement of children or young people in sexual activities of any kind (including exposure to pornography) which they do not understand, to which they are unable to give informed consent or that violate normal family roles.

Emotional – persistent or significant emotional ill-treatment or rejection, resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child.

Bullying

The school recognises bullying as a serious aspect of Child Protection/Safeguarding and we have an Anti-Bullying Policy which should be referred to in the first instance when bullying issues arise. In the vast majority of cases the protocols applied through the anti-bullying policy and subsequent action will resolve matters.

However, if a pupils' bullying behaviour persists, the second stage will be to instigate the Child Protection/Safeguarding procedures described below.

Procedures for reporting suspected (or disclosed) child abuse

The designated teacher for Child Protection/Safeguarding is Ms Denise Mahon. The deputy designated teacher is Mrs Grainne Kerr. In their absence the Principal will assume responsibility for Child Protection/Safeguarding matters. The designated governor for Safeguarding/Child Protection is Mrs Claire Humphrey.

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, **the member of staff must act promptly.**

He/she should not investigate – this is a matter for the Social Services – but should report these concerns immediately to the designated teacher, discuss the matter with her, and make full notes.

The designated teacher and/or deputy designated teacher will discuss the matter with the Principal as a matter of urgency to plan a course of action, and ensure that a written record is made.

The Principal, in consultation with the designated teacher, will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. **If there are concerns that the child may be at risk, the school is obliged to make a referral.** Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.

The principal may seek clarification or advice and consult with the Education Authority's Designated Officer or the Senior Social Worker before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice. **The safety of the child is our first priority.**

Where there are concerns about possible abuse, the Child Protection/Safeguarding Team will inform

- Social Services
- The EANI Child Protection/Safeguarding Team

(This will be done by telephone, by direct email marked confidential (in agreement with the duty social worker or CP officer) or in an envelope marked ‘CONFIDENTIAL – CHILD PROTECTION/SAFEGUARDING’) It is normal procedure at the point of making a referral for the school to complete and submit a UNOCINI form to Social Services.

If a complaint about possible child abuse is made against a member of staff, the Principal or the designated teacher, if he is not available must be informed immediately. The above procedures will apply (unless the complaint is about the designated teacher). Where the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairman of the Board of Governors will be informed immediately.

If a complaint is made against the Principal, the designated teacher or her deputy, if she is not available must be informed and immediately inform the Chairman of the Board of Governors and together they will ensure that the necessary action is taken.

If any member of staff feels unsure about what to do if he/she has concerns about a child, or unsure about being able to recognise the signs or symptoms of possible abuse, he/she should speak to the designated teacher.

It should be noted that information given to members of staff about possible child abuse cannot be held ‘in confidence’. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be told.

This policy has been drawn up in accordance with the DENI document ‘Pastoral Care in Schools – Child Protection/Safeguarding’ which every member of staff has read. Appendices to the DENI document are listed below.

How a parent can make a complaint:

If I have a concern about my/a child's safety:

I can talk to the class teacher

If I am still concerned, I can talk to the designated teacher for Child Protection/Safeguarding – Ms Denise Mahon or deputy designated teacher for Child Protection/Safeguarding and VP Mrs Grainne Kerr.

If I am still concerned I can talk/write to the Principal –
Mr Neville Watson

If I am still concerned, I can talk/write to the
Chairman of the Board of Governors –
Mr Michael Prendergast

At any time, I can talk to:

Duty Social Worker	02890507000 (9am – 5pm) 02890565444 (Out of Hours Emergency)
Police Child Protection Team:	101 (Non – Emergency) 999/112 (Emergency)
EANI Child Protection Office:	0289056400 (9am – 4.30pm ask for Child Protection)

Key People:

Denise Mahon	Forge IPS Designated Teacher for Child Protection
Grainne Kerr	Forge IPS Deputy Designated Teacher for Child Protection
Neville Watson	Forge IPS Principal
Claire Humphrey	Forge IPS Designated Governor for Child Protection
Michael Prendergast	Forge IPS Designated Chair of the Board of Governors

Key Documents:

School/Multi Agency Documents

The following documents (including this policy) are available from the school office and online at <http://www.forgeips.co.uk/safeguarding-child-protection>

Safeguarding/Child Protection Policy Summary for Parents

UNOCINI Form: The standard multi agency form used to make Child Protection referrals is an Understanding Children in Northern Ireland Form.

Pro-forma for Report to Child Protection/Safeguarding conference

Code of Conduct for Staff

Department of Education NI Circulars

The following circulars are relevant to child protection and safeguarding and are accessible via the Department of Education Website: www.deni.gov.uk

- **Circular 99/10**
Guidance for schools on child protection policy and procedures.
- **Circular 03/13**
Guidance for schools on the Welfare and Protection of Pupils Education and Libraries (NI) Order 2003.
- **Circular 06/06**
Guidance on safer recruitment practices for education authorities.
- **Circular 06/07**
Guidance for schools on the employment of substitute teachers.
- **Circular 06/08**
Guidance for schools on the requirement for child protection training in relation to interviewing and selection panels.
- **Circular 06/09**
Guidance on the vetting of paid and unpaid staff.
- **Circular 06/95**
Guidance on the requirement for vetting of school governors.
- **Circular 07/01**
Acceptable use of the internet and digital technologies in schools.

- **Circular 08/03**
Pre-employment checking of persons to work in schools – new arrangements.
- **Circular 08/10**
From 1st August 2008 substitute teachers must be booked on line via NISTR.
- **Circular 2010/01**
Guidance on Relationships and Sexuality Education.
- **Circular 2011/22**
Internet Safety (addendum to 2007/01). Advice and guidance on arrangements for preventing the accessing of inappropriate material on the internet, the use of materials from blocked sites, and the provision of information to parents.
- **Circular 2012/18**
Replaces Circular 2010/07. New aspect: guidance on study leave.
- **Circular 2012/19**
Disclosure and barring arrangements: changes to pre-employment vetting checks for volunteers working in schools from 10 September 2012.
- **Circular 2015/13**
Dealing with allegations of abuse against a member of staff.
- **Circular November 2014**
Regarding persons who pose a risk.
- **Circular 2013/25**
Disclosure and barring arrangements vetting requirements for paid staff working in or providing a service for schools.

Letters from DE Relevant to Child Protection

February 2009

Child Protection: Legislation Changes to Age of Consent

June 2009

Letter from DE regarding provision of free school meals on humanitarian grounds.

May 2012

Letter from DE regarding revised criterion for the provision of free school meals on humanitarian grounds.



FORGE INTEGRATED PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

Aims of the Behaviour Policy

- to encourage a calm, purposeful and happy atmosphere within the school
- to foster positive, caring attitudes towards everyone where achievements at all levels are valued
- to encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- to have a consistent approach to behaviour throughout the school with parental co-operations and involvement
- to raise pupil self-esteem
- to provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- to help pupils, staff and parents have a sense of direction and a feeling of common purpose

Forge Integrated Primary School Core Mission Statement

We aim to provide an integrated learning environment which seeks to develop well rounded individuals, by encouraging enquiring minds and promoting self respect and respect for others. Whilst mainly Christian we will strive to create a school community which is fully inclusive and values the active contribution of all involved with the school.

Pupils have a right to:

- be valued as members of the school community
- get help when they seek it, whether with their work or with bullying or other personal worries, and to have sympathetic audience for their ideas and concerns
- make mistakes and learn from them
- be treated fairly, consistently and with respect
- be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon
- be taught in a pleasant, well managed and safe environment
- work and play within clearly defined and fairly administered codes of conduct
- experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met
- develop and extend their interests, talents and abilities

Pupils have a responsibility to:

- come to school on time, with homework done, and suitably equipped for the lessons for the day ahead
- respect the views, rights and property of others, and behave safely in and out of class
- co-operate in class with the teacher and with their peers
- work as hard as they can in class
- conform to conventions of good behaviour and abide by school rules
- seek help if they do not understand or are in difficulties
- accept ownership for their own behaviour and learning, and to develop the skill of working independently

Teachers have a right to:

- work in a non-threatening environment where common courtesies and social conventions are respected
- express their views and to contribute to policies which they are required to reflect in their work
- a suitable career structure and opportunities for professional development
- support and advice from senior colleagues and external bodies
- adequate and appropriate accommodation and resources

Teachers have a responsibility to:

- behave in a professional manner at all times
- ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked
- show interest and enthusiasm in the work in hand and in their pupils' learning
- listen to the pupils, value their contributions and respect their views
- be sympathetic, approachable and alert to pupils in difficulty or falling behind
- identify and seek to meet pupils' special educational needs through the SEN Code of Practice

- share with the parents any concerns they have about their child's progress or development
- expect high standards and acknowledge effort and achievement
- pursue opportunities for personal and professional development

Parents have a right to:

- a safe, well managed and stimulating environment for their child's education
- reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently
- be informed promptly if their child is ill or has an accident, or if the school has concerns about their child
- be well informed about their child's progress and prospects
- be well informed about school rules and procedures
- a broad, balanced and appropriate curriculum for their child
- be involved in key decisions about their child's education
- a suitably resourced school with adequate and well-maintained accommodation

Parents have a responsibility to:

- ensure that their child attends school regularly and arrives well slept, in good time, with homework done, and suitably equipped for the lessons in the day ahead.
- be aware of school rules and procedures, and encourage their child to abide by them
- show interest in their child's classwork and homework, and where possible, provide suitable facilities for studying at home
- act as positive role models for their child in their relationship with the school;
- attend planned meetings with teachers and support school functions
- provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.

Positive Consequences (Rewards)

In Forge we believe that pupils should be encouraged to behave well and work hard. We use a number of positive consequences. We would like children to work and behave well for the pleasure of the task, but recognise that external consequences or rewards are necessary as well. We use the following positive consequences:

- non-verbal rewards such as a thumbs up or a smile
- praise
- showing work to another teacher and to the Principal
- stickers
- displaying work
- whole class recognition at assembly

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive the positive consequences listed. Children's success both in

their work and behaviour will be measured against their previous performance rather than against that of the other children in their class.

Negative Consequences (Sanctions)

Sometimes it is necessary to discourage children from behaving badly and to teach them positive behaviours instead. If a child misbehaves staff will ask him or her to stop the behaviour or discuss an incident with those involved. Whenever possible staff will encourage the pupils to try to resolve disputes themselves and to take responsibility for their own actions. A range of negative consequences might be used in the school. These include:

- withdrawing attention
- completing work at break time or during club time
- trying to make amends for upsetting or hurting others
- writing a letter explaining why things went wrong (parents to sign letter)
- missing a break time
- withdrawal of a privilege
- discussion with – Member of Positive Behaviour Team
- discussion with the Vice Principal
- discussion with the Principal

Procedures in place where there is concern about a pupil's behaviour

If there is concern about a pupil's behaviour his or her parents will be invited to talk to the class teacher. This will allow the teacher to find out if there are any factors that might be affecting the pupil. The teacher will then discuss how school and home might help the pupil to improve his or her behaviour. This might involve extra encouragement or a short chat with parents and/or the pupil each week.

It is hoped that the pupil will make progress but sometimes the concerning behaviour continues and more support is required. The class teacher will then discuss ways of helping the pupil improve their behaviour with the Principal or Special Needs Co-ordinator. An Education Plan will be written by the teacher and discussed with the parents.

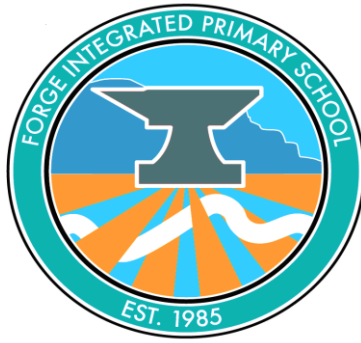
After a short while, the plan will be reviewed and if there has been progress the child might continue with the plan or it might be withdrawn. If progress has been very slow then a referral might be made to a specialist teacher or to the educational psychologist with the parent's permission.

In very exceptional circumstances a pupil might be suspended or excluded from school. The scheme for the Suspension and Expulsion of pupils from Board Controlled Schools will be followed. It is the responsibility of the Board of Governors to deal with legal issues should they arise.

Evaluation

The effectiveness of the policy will be measured by:

- children knowing the rules, having been set clear parameters of behaviour
- a reduction in the number of pupils being 'sent to the Principal'
- a reduction in the number of pupils referred to external agencies
- all staff, parents and children having an awareness of positive discipline procedures.



FORGE INTEGRATED PRIMARY SCHOOL

ANTI-BULLYING POLICY

Definition

Bullying can be described as being, “a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child’s life, or a series of such incidents.”

At Forge, staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone’s responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools is greatly underestimated.

Consequently, the Governors have approved this policy.

Bullying can be brought to the attention of the staff either by the victim(s), their friend(s), their parent(s) or other interested people.

Links to other school policies

The Anti-Bullying Policy forms part of the school’s overall Pastoral Care Policy. It links with the Child Protection/Safeguarding Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies.

It also links with the school’s Acceptable Use of the Internet Policy and Positive Behaviour Policy. The school outlines the types of behaviour which are considered to be appropriate and inappropriate along with the sanctions which will be used as part of the disciplinary process.

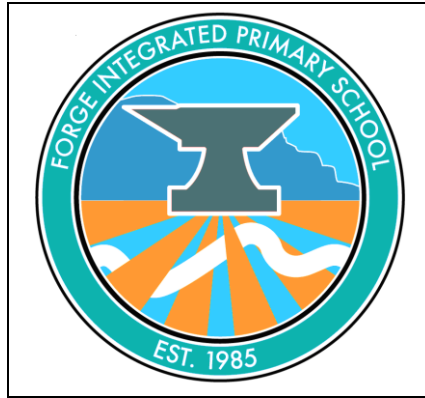
Strategy for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach.

- Discussions at length with the victim. This will require patience and understanding. Remember – listen, believe, act.
- Identify the bully/bullies. Obtain witnesses if possible. Advise Positive Behaviour Team.
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable in Forge.
- If they own up then follow the procedure outlined below and in the Positive Behaviour Policy
- If they do not own up, investigate further. If it is clear they are lying, continue with the procedure.
- Separate discussions with parents of bully and victim
- Sanctions for the bully may include withdrawal from favourite activities, loss of play-times, exclusion from school, depending on the severity of the incident(s)
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition
- As the behaviour of the bully (hopefully) improves, then favoured activities can be reinstated, and the child should be praised for good behaviour. This should rebuild the child's self-esteem.

In order to identify incidents of bullying and the identities of bullies, at Forge we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act
- Posters are displayed in school advertising these measures and dissuading children from bullying
- The Childline telephone number is displayed clearly in school.
- Incidents associated with allegations of bullying are recorded on a pastoral care proforma and stored centrally.



FORGE INTEGRATED PRIMARY SCHOOL

ROAD SAFETY EDUCATION POLICY

Road accidents are the biggest single cause of death for all children between the ages of 1 and 15 years. (Road Safety Education in Schools Good Practice Guidelines)

What is Road Safety Education?

Road Safety Education, in its widest sense, can be defined as the continuing effort to educate all road users in the proper use of roads. Within the school system it may further be defined as the systematic use of all available resources to instil not only the mechanics of safe behaviours but also attitudes which ensure that such knowledge is translated into practice.

What will Road Safety Education promote?

Road Safety Education taught thoroughly and progressively over a period of time will result in better informed and considerate pedestrians, cyclists and drivers. Ultimately this will result in a decrease in the number of accidents on our roads with a consequent reduction in deaths and injuries.

Aims of Road Safety Education

Our main aim is to equip our pupils with the essential skills and knowledge to enable them to survive on our roads.

In Forge we aim to do this by:

- supporting and resourcing Road Safety teaching within Key Stages
- encouraging parental responsibility and awareness

By doing this we aim to minimise the number and severity of casualties among our pupils.

Foundation and Key Stage 1 Objectives

- Children should develop awareness and knowledge of the traffic environment
- Children should be introduced to the basic principles governing the movement of traffic
- Children should be introduced to safe patterns of pedestrian and passenger behaviour

Key Stage 2 Objectives

- Children should be given opportunities to further their knowledge and understanding of the traffic environment by considering the safety aspects of traffic movement. They should also begin to identify hazards within that environment.
- As pedestrians, cyclists and passengers, children's road-user skills should be developed in relation to their increased independence and experience of an increasing variety of traffic situations
- Children should be encouraged to develop an appreciation of the behaviour of other road users and sensitivity towards others in their own use of the road.
- Children should begin to develop an understanding of how accidents happen, common accident situations and the consequences of an accident, particularly involving their own age group.
- Children should be given the opportunity to explore the transport options open to them and to decide which best meet their needs, wants and resources.

Teaching Road Safety

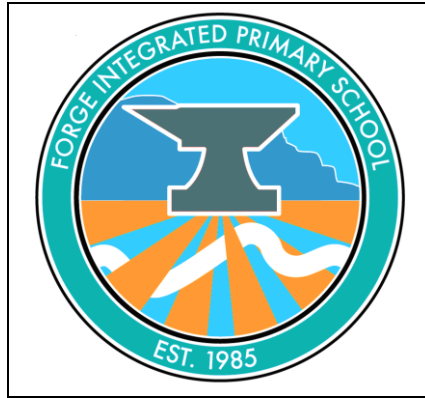
Road Safety Education may be approached in the following ways with the main emphasis, in both approaches, being on active learning, through the key primary experiences of observation, communication, classification, investigation, etc.

References can be made to road safety in the context of other curricular areas or, where appropriate, opportunities can be planned by the teacher to build road safety into general topics covered by the class.

Resources

1. A Road Safety Calendar/Visual Teaching Aid is available to every primary classroom in Northern Ireland. It is a rich resource of visual materials, which also provides ideas for promoting important road safety messages.
2. Road Safety Personnel, based within local Road Safety Education Office.

3. Our immediate environment. Each school has particular hazards and road safety problems associated with their immediate locality. As such, the teaching method at Forge will reflect this diversity.
4. Central to all, is expertise and commitment of the classroom teacher in establishing the link between materials and/or resources and the Northern Ireland Curriculum.
5. PSNI officers taking special focus assemblies or class visits.



FORGE INTEGRATED PRIMARY SCHOOL

POLICY FOR RELATIONSHIPS AND SEXUALITY EDUCATION (2015/16)

Introduction

In 2001, CCEA gave primary schools specific guidance on the provision of Relationships and Sexuality Education. This material was accompanied by the Department of Education Circular 2001/15. At this time, Relationships and Sexuality Education was a statutory component of the Northern Ireland Curriculum through the Cross-Curricular theme of Health Education. Then, the introduction of the (revised) Northern Ireland Curriculum in all grant-aided schools as required under the Education (Northern Ireland) Order 2006 www.deni.gov.uk/circular-2007-06-commencement-order.pdf meant that Relationships and Sexuality Education-related issues resides in a new area of learning: Personal Development and Mutual Understanding (PDMU) in the primary curriculum. The flexibility which the Northern Ireland Curriculum offers also allows schools to teach Relationships and Sexuality Education through other areas of learning.

In 2007, CCEA provided non-statutory guidance for primary schools in delivering Personal Development and Mutual Understanding at Foundation and Key Stages 1 and 2 and produced the teaching resource *Living.Learning.Together*.

RSE is a statutory element of the Northern Ireland curriculum which builds, in a developmentally appropriate way, on children's existing knowledge and experience of their bodies, relationships and the world around them. It enables them to form values and establish behaviours within a moral, spiritual and social framework and view themselves as unique human beings.

Values

RSE is not intended to be value free and it should lead children to the acquisition of knowledge, skills and the development of attitudes, beliefs and values which prepare them to view their relationships in a responsible and healthy manner. It is stated in Guidance Circular 2013/16 that,

“The delivery of RSE must prepare pupils to view relationships in a responsible and healthy manner and should be taught in harmony with the ethos of the school and reflect the moral and religious principles held by parents and school management authorities.”

As is stated in our Core Mission Statement,

We aim to provide an integrated learning environment which seeks to develop well rounded individuals, by encouraging enquiring minds and promoting self respect and respect for others. Whilst mainly Christian we will strive to create a school community which is fully inclusive and values the active contribution of all involved with the school.

We aim to ensure that:

- skills and interests are developed
- knowledge is valued and acquired
- independence is fostered
- moral standards are encouraged

Our school sets out to promote the holistic development of the children’s academic, social, spiritual, psychological and emotional needs, recognising each child and its background as unique. Set in this context the following moral and value framework was agreed upon in order to promote Forge Integrated Primary’s specific and unique ethos.

Aims and Objectives of our RSE Programme

- To enhance the personal development, self-esteem and well being of the children
- To help the child develop and maintain healthy and respectful friendships and relationships
- To foster an understanding of, and a healthy attitude to feelings, human development and relationships in a moral, social and spiritual framework
- To promote responsible behaviour, the ability to protect themselves and to make informed decisions, communicating these using appropriate language
- To help the child come to value family life and prepare for adult life
- To discuss the ideal of stable, loving relationships and marriage whilst acknowledging that this is not always possible
- To understand the stages of development from infancy through to puberty
- To provide children with access to accurate and clear information, suitable to their maturity, to correct misunderstandings they may have gained from their peers or through the media.
- To recognise the diversity of family life in today’s society, particularly the fact that some children may have gay, lesbian or bisexual parents or carers, some of whom may be in a civil partnership.

Equality of Opportunity

The provision of RSE in Forge Integrated Primary School is delivered in line with The Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006. This is available at www.legislation.gov.uk. All pupils will receive adequate preparation for the emotional and physical changes that occur at adolescence, regardless of their age, gender, culture, disability, religion or social class.

To ensure that the learning experiences are effective, positive and relevant to all pupils, the programme should be developmental, accessible and be appropriate to the age and maturity of the pupils, meeting the needs of both genders. As maturity is not always determined by chronological age, teachers have to be alert to the personal and emotional circumstances of each individual pupil.

Teachers will have to be aware of, and take into account, the variety of existing pupil knowledge, the different attitudes and beliefs and the pupils' capacity to understand the issues. This will be particularly important in relation to children with special education needs where physical development may outstrip emotional maturity.

Implementation of the RSE Programme

The responsibility for the RSE policy and programme development included within this role is under the guidance of the SMT. All teachers are responsible for teaching the aspects of the RSE programme appropriate to the age of the pupils under their care. The RSE programme will be delivered via the Living Learning Together Resources (CCEA). It is intended also to be a major focus of circle time and PDMU (Personal, Development and Social Understanding) learning activities.

The RSE Programme

The RSE programme is designed to be a working and developmental programme, accessible and appropriate to the learning aims and objectives set out in this document, and to the age and gender of the children concerned.

The Living, Learning Together (CCEA) resource is used throughout the school and provides learning activities and methodologies for teachers to use. Topics covered are:

1. Personal Understanding and Health
 - Self-Esteem and Self-Confidence
 - Managing Feelings and Emotions
 - Keeping Healthy and Safe
2. Mutual Understanding in the Local Wider Community
 - Relationships with Family and Friends
 - Responsibilities and Conflict Situations
 - Similarities and Differences
 - Learning to Live as a Member of the Community

Teaching Styles and Learning Strategies of the RSE Programme

Due to the nature of the RSE programme, learning has to be approached in a sensitive manner. The following strategies were embodied in the RSE programme to facilitate and support teachers' delivery of RSE topics.

- Brainstorming
- Discussion techniques – small group work
- Reporting back
- Debate
- Standpoint-taking
- Listening exercises
- Questionnaires and quizzes
- Trigger resources – drawings, situation cards, photographs, magazine articles used for discussion, problem-solving and role-play.
- Visitor technique
- Story telling
- Videos
- Role-play
- Circle Time

Dissemination of the Policy

The content of this policy has been discussed, amended and agreed by the staff of Forge Integrated Primary School. It has been agreed and tabled by the Board of Governors on November 2015. It will also be available to all parents on request from the school via the school website or from the school office. All health or educational visitors discussing issues related to RSE, will be provided with a copy of the school policy and be asked to adhere to and follow its aims and objectives.

DRUGS EDUCATION POLICY

Introduction

Drugs misuse is a major threat to individuals, families, the school environment and the community because of the adverse effect on the health and well being of those concerned. For this reason, at all times the rights of pupils, families and the school will be protected.

Policy on misuse of drugs on school premises

1. Use of prescribed drugs

Procedure arrangements should be made with the child's teacher for a child receiving medication in the form of prescribed drugs along with a signed letter of consent.

2. Suspected Use of Illegal Drugs/Substances

The following members of staff should be informed – Principal/Vice-Principal/Designated teacher in charge of Drugs Issues/Teacher in charge of Pastoral Care who will take necessary steps to confirm/refute suspicion.

3. Confirmed use of Illegal Drugs/Substance

Procedure

- a. Discussion with pupil, parents and PSNI.
- b. Application of sanctions by the Principal – suspension and subsequent expulsion will be considered in line with the school's Positive Behaviour Policy.
- c. Where a pupil has been identified by the school as having experimented with illegal drugs, or as being at risk of doing so, he or she will be offered appropriate counselling and support within the school's general arrangements for the pastoral care of its pupils. There will be regular monitoring of the pupil concerned and regular communication with the parents/guardians until the problem has been resolved.

The local PSNI will be informed in every case where a child is suspected of having controlled drugs on his/her person or in his/her belongings or where drugs are found on the school premises.

Forge Integrated Primary School recognises that drugs occupy a significant place in our society. Therefore, as well as operating a strict discipline policy to prevent drugs being used or being present on the premises the school offers a balanced education programme in relation to drugs use. Education in relation to the misuse of drugs will be approached through a variety of subjects, eg Literacy, PE, RE, PDMU and more generally through the ethos of the school as being a Health Promoting School.

Pupils:

- will have access to drug information and education
- will be encouraged to speak in confidence to a member of staff about drug related incidents
- will be informed that drugs must not be brought into school or school related events for any reason and the Drugs Discipline policy will operate immediately if this rule is infringed

Staff:

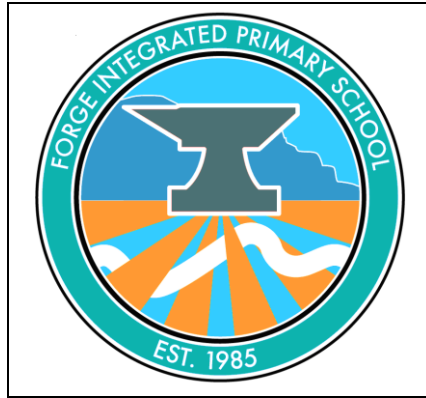
- will refer cases to support agencies for counselling and advice as and when appropriate

Parents:

- will be made aware of drugs education information given by schools to pupils and should have access to it
- will be encouraged to support the school policy on drugs
- will be encouraged to maintain a supportive home atmosphere within which a child may discuss any drug related incident

Governors:

- will be made aware of the drug education information given to pupils by school
- will be made aware of their legal responsibility in the context of the School's Drugs Discipline Policy.



FORGE INTEGRATED PRIMARY SCHOOL

ANTI - SMOKING POLICY

Forge Integrated Primary School will become a non smoking environment from 1 January 2001.

All staff – teaching, peripatetic, support and non teaching as well as visitors and pupils may not smoke while on school premises. The prohibition of smoking will apply during related school activities undertaken outside school premises, eg Educational Visits.

The introduction of the Policy will provide a lead in period to enable staff to adjust to the new arrangements.

After Policy implementation, failure to comply with its provision will be dealt with through the Disciplinary Procedures.

1. EMPLOYING AUTHORITY POLICY STATEMENT

The Employing Authority is committed to the active promotion and ultimate achievement of the goal of a smoke free working environment for all its employees consistent with the objective of health protection and promotion within an educational setting. The policy has been developed in consultation with the recognised Teachers' Unions.

2. SMOKING POLICY OBJECTIVES

- To protect non smokers from the adverse health effects of environmental tobacco smoke in the workplace.
- To demonstrate the school's commitment to promoting health of pupils and staff.
- To provide information and advice for those who wish to stop smoking.

3. SUMMARY OF EMPLOYER STATUTORY OBLIGATIONS

- Employers are required by the Health & Safety at Work (Northern Ireland) Order 1978 to ensure, so far as is reasonably practicable, the health, safety and welfare at work of their employees and others who use their premises.
- Article 4(2)(e) of the Order requires that, so far as is reasonable practicable, the working environment is safe, without risks to health and adequate as regards facilities and arrangements for employees. In addition, under Article 8, employees must take reasonable care of their own health, safety and welfare, as well as that of others and must co-operate with their employers' efforts to discharge any statutory health and safety duties placed upon them. Such statutory duties are reinforced by a common law duty of care.
- The Health and Safety Inspectorate recommends that all employers should have a specific written policy on smoking in the workplace which gives priority to the needs of non-smokers who do not wish to breathe tobacco smoke.

4. DESIGNATED SMOKING AREAS

- A designated smoking area is a location within the school's existing accommodation which, where possible, may be identified for the use of smokers. Entry to such a facility will be prohibited to pupils.
- Schools which currently have this facility may continue to utilise it after the implementation of the school smoking policy.
- Where a designated smoking area is not currently available at the school it shall be at the discretion of the Board of Governors as to whether school resources may be deployed for the creation of such a facility. It is not a statutory duty that such a facility be provided.

5. SUGGESTED METHODOLOGY FOR THE INTRODUCTION OF A SCHOOL SMOKING POLICY

- The initiation and implementation of a successful smoking policy requires the co-operation and whole hearted support of both management and staff.

- Following consultation with staff and their recognised Trade Union Representatives about “smoking in their school” the Board of Governors may consider the formal adoption of the following outline policy relating to smoking.

6. SCHOOL SMOKING POLICY (SUGGESTED TEXT)

- Forge Integrated Primary School will become a non smoking environment as from Jan 1st 2001.
- All staff – teaching, peripatetic, support and non teaching as well as visitors and pupils may not smoke while on school premises. The prohibition of smoking will apply during related school activities undertaken outside school premises, eg Educational Visits. The introduction of the Policy will provide a lead in period to enable staff to adjust to the new arrangements.
- After Policy implementation, failure to comply with its provision will be dealt with through the Disciplinary Procedures.

7. POLICY IMPLEMENTATION

- Members of staff will be given a copy of the Policy which will become part of their contract of employment.
- Parents will be informed of the introduction of the Policy
- Members of staff shall inform school visitors of the Policy
- Signs and notices shall be posted in prominent positions throughout the school premises.

8. PUPILS

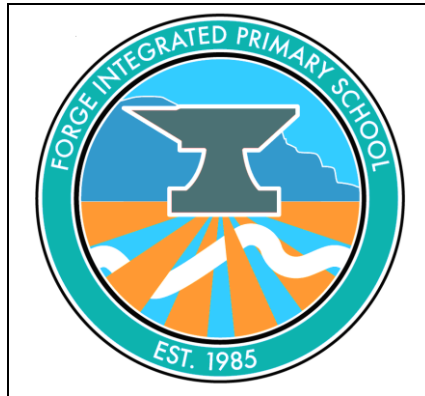
- The present rules forbidding smoking while on school premises or while engaged in school related activities outside the school will remain unchanged.

9. SCHOOL PREMISES UTILISED OUTSIDE NORMAL SCHOOL HOURS

- 9.1 When school premises are used for purposes other than school related activities the school smoking policy still remains in operation.

10. MONITORING AND REVIEW

- The School Smoking Policy will be monitored along with Pastoral Care Policy documents by the Senior Management Team of the school in consultation with staff and a report made to the Board of Governors. The Policy will be reviewed and, if appropriate, revised.
- Additional information is available from the Employing Authority’s Health and Safety Officer.



Health Education

At Forge Integrated Primary School we view Health Education as an integral part of the curriculum for all pupils. We aim to promote positive attitudes towards a responsible healthy lifestyle.

Aims

- To Promote positive, healthy attitudes towards health.
- To help enable our pupils to make age appropriate, informed choices regarding their lifestyle.
- To promote a sense of responsibility towards individual, family and community health.
- To encourage the adoption and maintenance of a healthy lifestyle.
- To provide a safe, secure and stimulating environment which encourages pupils to be healthy and safety conscious both in and out of school.
- To promote good relationships with respect and consideration for others.

At Forge Health Education will be taught through a variety of subject areas and through topic work. Some aspects of Health Education will be taught more explicitly than others. Many aspects of Health Education will be taught through PDMU.

Health Education Themes Explored through Topic Work at Forge Integrated Primary School

Lifestyle

Physical Fitness - Sleep, rest and exercise.

Leisure time activities

Misuse of substances - tobacco, alcohol, solvents

Personal Hygiene

Immunisations

People who help us - nurses, doctors, dentists etc.

The NHS

Environmental issues relating to health - litter, vandalism and pollution.

Nutrition and Health

Nutritional Needs

Eating Patterns

Relationships and Sexuality Education

Feelings about myself

Feelings about Others

How my body Works

My Growth and Development

Making Decisions

Coping with Personal Problems - people we can turn to for help

Individual Differences

Family life

Relationships with Peers

Relationships with those in authority

Coping with problems in relationships

Understanding people with disabilities

Understanding that people grow old

Understanding people from different cultures and with different beliefs

Safety Education

Safety in School

Safety at Play

Road Safety

Home Safety

Water Safety

Dealing with Emergencies

Lifestyle Education

Aims

1. To provide opportunities for pupils to choose healthy meals and snacks in school
2. To encourage children to make responsible decisions about their own diet
3. To develop an understanding of the link between a healthy diet, exercise, hygiene and good health.
4. To promote dental health and reduce the early onset of dental health problems.
5. To provide a range of opportunities for exercise and physical activity.
6. To promote knowledge and understanding of what is meant by a healthy environment.

Strategies

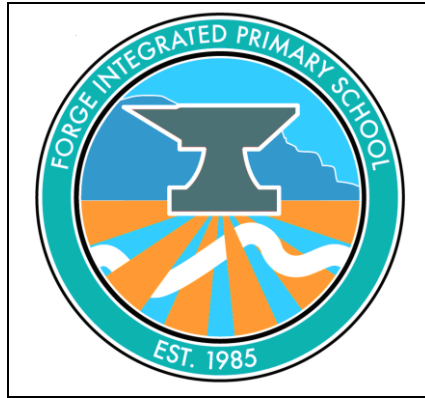
- At morning break, children encouraged to eat fruit vegetables, milk or water.
- Parents encouraged to support Healthy Breaktime Snacks
- Promotion of healthy menu through the school kitchen
- Health Related Information displayed around school at various times
- Use services of health visitors - dental hygienist, school nurse, community police officer, to reinforce health messages.
- Opportunities for pupils to participate in after school activities.
- Year 5/ 6/7 pupils participate in swimming and a wide range of physical activities.
- Make pupils aware of the hazards associated with litter and involve pupils in maintaining a litter free school.
- Involvement of pupils in planning and organizing recycling projects.

Safety Education

- To make children more aware of the safety issues those concern them in their every day lives at home and school.
- To develop children's understanding of safe use of technology including the Internet and phone safety
- To increase pupil's awareness of safety in their homes and their local environment.
- To increase pupils awareness of safety in urban areas.
- To raise children's awareness of road and transport safety and help them to develop safe procedures.

For more detailed information on aspects of Health Education at Forge see:

- Physical Education Policy
- ICT Handbook
- Relationships and Sexuality Education Policy
- Pastoral Care and Child Protection/Safeguarding Policies
- School Website



**FORGE INTEGRATED
PRIMARY SCHOOL**

**PHYSICAL INTERVENTION
PROCEDURES AND POLICY**

Schools have a 'duty of care' to their pupils. This may involve all staff having to handle pupils to prevent them harming themselves, others or damaging property

1. Introduction

This policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school. The policy is intended to explain the school's arrangements for physical intervention. Its contents are available to parents and pupils.

The policy has been developed in response to the recommendations and guidance from Circular 99/9 "Pastoral Care: Guidance on the Use of Reasonable Force to Restrain or Contain Pupils." This policy provides a framework for the Use of Reasonable Force/Safe Handling within Forge Integrated Primary School and takes into account information provided in the Regional Policy Framework on the Use of Reasonable Force/Safe Handling, May 2004.

It also follows the DfES Guidance on the Use of Restrictive Physical Interventions for Staff working with Children and Adults who display Extreme Behaviours in Association with Learning Disability and/or Autistic Spectrum Disorders 2002 and regional policy on the use of reasonable force/safe handling.

Values and underpinning principles of the policy

2. Purpose of the Policy

Forge IPS believes that good personal and professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the safety and well being of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

Every effort will be made to ensure that all staff in this school:

- i. Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- ii. Are provided with appropriate advice to deal with these difficult situations.

Physical intervention will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff, good order or property are at risk, but should be reasonable and proportionate. **Any intervention must be in the paramount interests of the child.**

3. Definitions

a. Physical Contact

If a child is very upset or ill and requires physical comfort or first aid the staff member will seek a second adult to be present if possible.

b. Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by hand, arm or shoulder with little or no force.

c. Restrictive Physical Intervention

This will involve the use of physical intervention/reasonable force when there is an immediate risk to pupils, staff or risk of significant damage to property. All such incidents will be recorded in the **School's Incident Book** and on the Record of Restraint/Physical Intervention Form. A copy of this is to be placed in the pupil's file, another copy in the Restraint/Serious Incident File in school (located in the School Office).

4. Underpinning Principles

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

- Learn and work in a safe environment

Pupils attending this school and their parents have a right to:

- Individual consideration of pupil needs by staff who have a responsibility for their care and protection
- Expect staff to undertake their duties and responsibilities in accordance with the school's policies

- Be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school
- Be informed about the school's complaints procedure

5. Staff Authorised to Use Restrictive Physical Intervention

By reason of their conditions of service, the Headteacher can authorise all teachers and classroom assistants to use restrictive physical intervention.

Authorisation is not given to volunteers or parents.

The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force. The Headteacher will ensure that those authorised are aware of and understand, what the authorisation entails.

Those whom the Headteacher has not authorised will be told what steps to take in case of an incident where physical intervention is needed, for example to contact an authorised member of staff.

Supply staff will not be authorised to use physical intervention as defined in 3 (d) unless they are familiar with this school's policy, have undertaken training and have been authorised to do so by the Headteacher.

6. Reasonable Force

The Education (NI) Order 1998 (part II article 4) states:

“A member of the staff of a grant-aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purposes of preventing the pupil from doing (or continuing to do) any of the following, namely;

- Committing any offence
- Causing personal injury to or damage to the property of any person (including the pupil himself) or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.”

7. Staff from the Authority and other Allied Services Working Within the School

Educational support services and Health Service staff working in schools will have their own policies regarding physical intervention. Such staff will, whilst on the school premises, **be expected to be aware of and operate within the policy of the school.**

8. Training

All staff, including supply staff, will be made aware of this policy and the Positive Behaviour Policy. All staff will be provided with training in managing behaviour,

including how to diffuse potentially difficult situations and how to avoid confrontation without prejudicing good discipline. Such training will include advice about physically intervening with pupils and will be carried out 'within house'. Further advice through the behaviour support team will be sought for particular children when necessary.

9. Strategies for Dealing With Challenging Behaviour

Staff working with pupils experiencing a range of emotional and behavioural difficulties, severe learning difficulties may mean that in some instances pupils will not be in control of their behaviour.

The school's Headteacher and SENCO under the Code of Practice (SEN) will ensure that all staff are aware of the needs of individuals who are at risk of exhibiting poor behaviour and strategies to avoid or deal with this. Those pupils can be helped to develop self-control through the use of appropriate behavioural programmes and by staff consistently using positive strategies to be used as determined by risk assessments. Good communication between staff is essential particularly at breaks/lunchtimes where less structured situations can allow behavioural issues to surface. (Refer to positive behavioural policy)

10 Types of Incidents where Physical Intervention may be Required

The incidents described in Circular 99/9 and Department of Education 2002 fall into three broad categories

- a) Action due to imminent risk of injury
- b) Action due to developing risk of injury or significant damage to property
- c) Action where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations which fall into one of the first two categories are

- 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 causing, or is at risk of causing, injury or damage by accident, by rough play, or by mis-use of dangerous materials or objects
- A pupil is running in a corridor or on a stairway in a way which he or she might cause an accident or injury to himself, herself or to others
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are

- A pupil persistently refuses to obey an instruction to leave a classroom
- A pupil is behaving in a way that is seriously disrupting a lesson

11. Consequences and Rewards as an Alternative to Physical Intervention

A system of positive rewards and consequences has been developed in our school to encourage appropriate behaviour. Examples of these are found in our positive behaviour policy.

12. Acceptable Measures of Physical Intervention

The use of any degree of force can only be deemed reasonable if:

- a. It is warranted by the particular circumstances of the incident
- b. It is delivered in accordance with the seriousness of the incident and the consequences which it is intended to prevent
- c. It is carried out as the minimum to achieve the desired result
- d. The age, level of understanding and gender of the pupil are taken into account
- e. It is likely to achieve the desired result.

Wherever possible assistance will be sought from another member of staff before intervening.

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property

Physical intervention will stop if the child has

- Difficulty in breathing
- Vomits
- Has a fit or seizure
- Experiences swelling or change of hue in skin

Wherever physical intervention is used staff will keep talking to the pupil in a reassuring manner unless risk assessment has indicated that this is likely to inflame the situation.

Children will not be held on the ground.

Unplanned Physical Intervention will trigger a risk assessment that may lead to a Physical Intervention Plan/Positive Handling Plan being developed. (see 13 below).

13. Planned Physical Intervention and Risk Assessment

- Planned physical intervention will arise from risk assessments that the school will carry out on a few pupils as necessary.
- Such assessments will be written and signed by school, parents/guardians and (where appropriate) pupil
- Planned physical intervention will be agreed in advance (school, parents, other agencies, child)
- Implemented only by named staff

- Must be a written and signed plan. Those who sign the plan should be those normally present at an Annual Review in the case of Statemented pupils and by parents/guardian and child in other cases
- Recorded as per unplanned intervention
- Be part of a holistic care/individual plan
- Shortest time/minimum force

14. Unacceptable Measures of Physical Intervention

The school is aware of acceptable and unacceptable measures of physical intervention as outlined in regional policy framework. (see appendix II)

15. Recording

Where physical intervention as defined in 3(d) has been used to manage a pupil, a record of the incident **will** be kept. This record will be made in the school's **Incident Book**, which will include

- The name of the pupil(s)
- The date, time and place of the incident
- A brief description of the incident and any actions taken

The Incident Book, which is kept in the Headteacher's office, will be completed as soon as possible after the incident by a member of SMT, normally prior to staff going home. It will be countersigned by the Headteacher and the Chair of Governors?

The school will review such records every term to ensure that:

- Records are being appropriately kept
- Patterns of behaviour in individual pupils or at particular times of the day/certain lessons are being identified and problems addressed
- Training issues arising from the above are being identified and addressed

16. Action After an Incident

See also Section 19

The Headteacher will ensure that each incident falling into 3(d) above is reviewed and investigated further as required.

In the case of unplanned intervention a meeting will always be held and will involve parents/guardians, pupil (if appropriate) and other relevant professionals.

Meetings of this type will be arranged within 5 working days of the physical intervention incident.

If further action is required in relation to a member of staff or pupil, this will be pursued through the appropriate procedure

- Child Protection/Safeguarding Procedure (this may involve investigations by other agencies such as Social Services)
- Staff or Pupil Disciplinary Procedure

- School Behaviour Policy
- Exclusions Procedure

The member of staff will be kept informed of any action taken.

In the case of action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Where staff have been involved in an incident involving physical intervention they should have access to debriefing and support. Within the school, this will be made available through the Headteacher.

17. Complaints

Any complaints received by the Headteacher from parents, staff or any other persons regarding alleged ill treatment of pupils or injuries received by a student during the course of physical intervention must be investigated fully by the Headteacher.

The chair of Governors will be informed of complaints.

18. Support

Staff who have been involved in difficult incidents will be offered the full support of the Headteacher and SMT in talking through the incident.

Pupils who have witnessed an incident of physical intervention and who are distressed will be given opportunity to discuss events with an appropriate member of staff.

Parents should be informed of the policy and its practical implications for pupils. They should be asked for their comments and the full policy made available to them on request. Parents who request that individual pupils be exempt from physical intervention should be informed that it is the policy of the school and that there are no exceptions on health and safety grounds.

This policy will be renewed and updated as necessary by the Headteacher.

APPENDIX I

Documents

Department of Education document "Towards a Model Policy in Schools on the Use of Reasonable Force" August 2002; Pastoral Care in Schools; Promoting Positive Behaviour (2001); Pastoral Care in Schools – Child Protection/Safeguarding: Code of Conduct for Staff (1999/10) and Department of Education circular 2003/13 Welfare and Protection of Pupils.

APPENDIX III

In addition, specific details of the use of planned or unplanned physical intervention will be recorded on a Record of Physical Intervention form which will include:

- How the incident developed
- Attempts made to calm the situation
- Names of staff or pupils who witnessed the incident
- The outcome of the incident including any injuries sustained, by any pupil or member of staff
- Any damage to property which had resulted
- Whether/how parents have been informed
- (where possible) pupils view of the incident and whether they wish to make a complaint
- and, after investigation, a summary of actions taken.

After the review of the incident, copies of the form will be placed on the pupil's file and on the school's general file on the use of physical intervention. A Health and Safety Accident/Incident Form will be completed when an injury has occurred during physical intervention.