



Behaviour Policy

Last updated May 2020

BEHAVIOUR POLICY

1. The school's Behaviour Policy was ratified by the Governing Body in March 2020
2. The school has ensured that parents/carers, new and existing, are fully informed of the Behaviour Policy by communicating it in writing through the school's Good to Be Green Rules, the school website, home-school agreements, newsletters and other channels normally used.
3. The school will seek to ensure that the policy and procedures are accessible to parents/carers and pupils by providing these in appropriate languages and formats where available.
4. The school has communicated the Behaviour Policy to all permanent and temporary teaching and non-teaching staff by providing copies of the policy, and through the staff training/induction programme.
5. The school will ensure that all staff are consulted regularly about the policy and its implementation.
6. The Behaviour Policy will be reviewed each year and thoroughly audited and reviewed every 2 years.
7. Pupils, parents, staff and governors will be consulted about any proposed changes to the published policy.

Aims

Our behaviour policy is rooted in the belief that all members of the school, regardless of:

- Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity.
 - Race
 - Religion or belief
 - Sex
-
- are of equal value as human beings
 - have a valuable contribution to make to the life of the school

In addition, this policy aims to:

- Encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive, caring attitudes towards everyone, which is underpinned by our RESPECT Values.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility and ownership of their own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of unacceptable behaviour clear and ensure every child and adult is safe.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Roles and Responsibilities

The promotion of positive behaviour is the responsibility of everyone involved with the school. There are, however, specific roles for different members of the school community:

1. **The Governing Body** should define the framework of the school's behaviour policy by writing a statement of general principles, and should oversee the Headteacher's maintenance of discipline in school.
2. **The Headteacher** should frame the policy to establish an environment that encourages positive behaviour, discourages bullying and promotes diversity. The views of all stakeholders should be taken into account when formulating and reviewing the behaviour policy, and the Headteacher should publicise the school's policy to pupils, parents and staff at least once a year. With other members of the school leadership team, the Headteacher should organise support for its implementation.
3. **All school staff should:**
 - Treat all children fairly and with respect.
 - To raise children's self-esteem and develop their full potential.
 - To provide a challenging, rich, broad and balanced curriculum.
 - To create a safe and pleasant environment, physically and emotionally.
 - To apply this policy and Good to be Green Policy, including the use of rewards and sanctions consistently
 - To be a good role model.
 - To attempt to form a good relationship with parents so that all children can see that they share a common goal
 - To recognise that each child is individual.
 - To be aware of their special needs.
 - To offer a framework for social education.
4. **Parents' responsibilities are:**
 - To make children aware of appropriate behaviour in all situations.
 - To encourage independence and self-discipline.
 - To show an interest in all that their child does in school.
 - To foster good relationships with the school.
 - To support the school in the implementation of this policy.
 - To be aware of the school's Good to be Green Rules and our RESPECT Values.
 - To offer a framework for social education.
5. **Children's responsibilities are:**
 - To work to the best of their abilities and allow others to do the same.
 - To be the best version of themselves.
 - To treat others with respect.
 - To follow instructions of the school staff, first time of asking.
 - To take care of property and the environment in and out of the school.
 - To follow our Good to be Green Rules and our School Respect Values

In addition to the responsibilities of the school community, the Local Authority is committed to:

- Developing and maintaining a network of support structures that will help schools move towards increased inclusion of pupils with behavioural difficulties.
- Supporting schools to raise the educational achievements of all pupils, including young people in public care, traveller children, pupils from minority ethnic backgrounds and pupils who are reintegrating to school.
- Facilitating an effective training programme for staff in schools aimed at developing strategies which promote good behaviour management and which support the regular updating and development of skills.
- Providing forums for effective dissemination of good practice in managing pupil behaviour.
- Working in partnership with other agencies.

Statement of Common Principles

This Statement was developed by the Local Authority in consultation with colleagues from schools, LA services and the professional associations.

Schools and teachers have a duty to provide high quality teaching and learning which is the key to good behaviour management.

1. Good order and discipline are essential to the provision of high standards of education. Pupils cannot learn and teachers cannot teach in chaos and disruption. Strong and effective management, working in partnership with teachers, is essential to the establishment and maintenance of acceptable standards of behaviour.
2. Parents and carers have an essential role to play in maintaining high standards of behaviour. They have a duty to take responsibility for the behaviour of their child. Consistency between school and parent expectations of behaviour is essential.
3. Governor Committees have a responsibility to support the school in maintaining the high standards of discipline.
4. Government and the Local Authority must exercise their responsibilities to support schools in maintaining good order and discipline.
5. Staff are entitled to work in an environment where violence and disruption are not tolerated.
6. Pupils are entitled to a safe and orderly learning environment to assist them in achieving their full potential.
7. All pupils are entitled to inclusion in the education service and to have their educational needs met. For a small minority of pupils, inclusion in mainstream school is inappropriate and access to specialist, alternative provision of the highest quality must be made.
8. Agreed standards of behaviour should be consistently applied across all schools. Violent and aggressive behaviour such as swearing, sexist, racist and homophobic attitudes and remarks and all forms of harassment, including bullying are unacceptable. Such behaviour must not be tolerated.
9. All schools should establish policies containing a range of rewards, sanctions and consequences to secure acceptable standards of behaviour.

10. Schools are responsible for ensuring that their behaviour management policies are non-discriminatory in terms of their scope and operation. It is unacceptable for the measures either to address the problems caused by inappropriate pupil behaviour or to reward positive behaviour to be applied differently on the grounds of age, disability, gender, reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex (Protected Characteristics).
11. Schools should regularly review behaviour management policies to ensure that the operation is fair and equitable, and should recognise that a degree of flexibility may be necessary in order to meet the needs of individual pupils.
12. Early identification and intervention are essential factors in behaviour management. Schools need to play their part in this and where appropriate, seek additional support and resources to enable them to respond effectively at an early stage.
13. Schools must be able to readily access external advice, support, specialist provision and funding with effective, streamlined procedures.
14. Schools have been given the flexibility within the curriculum and must have adequate resources to develop educational programmes to meet the needs of individual pupils.
15. There are times when, despite every effort made by the school, it is necessary to implement the exclusion procedure. Headteachers must be empowered to exercise their professional judgement in the use of exclusion. In the most severe of cases, Headteachers will be supported in excluding the pupil permanently.
16. The Local Authority should maintain and continue to develop a range of provisions, both to assist schools in implementing strategies to try to avoid permanent exclusion, and to support pupils who are permanently excluded.
17. Pupils who are permanently excluded are entitled to have their SEMH (social, emotional, mental health) needs assessed and met in appropriate provision.

How we encourage good behaviour

- We believe preventing problems arising in the first place is much more effective than dealing with problems once they occur.
- In this school, we believe all pupils should be encouraged to do their best and have their success recognised. We will strive to create a climate where the use of praise and encouragement is commonplace and outweighs recourse to sanctions and punishment.
- We make clear our expectations of good behaviour, which are underpinned by our Good to be Green Rules:
 1. We are kind, polite, helpful and aware of others' feelings
 2. We listen carefully to others without interrupting them
 3. We look after our own and other people's belongings
 4. We try our best, work hard and learn from our mistakes
 5. We treat other people, the way we would like to be treated
 6. We always tell the truth
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility of their actions and ownership.
- Staff model desired behaviour at all times.
- We praise good behaviour both privately and publicly.
- Praise for effort and not attainment.



Encourage good behaviour (refer to Good to be Green Policy)

Desired Behaviour	Possible Rewards
Demonstrating the school RESPECT Values Undertaking Random Acts of Kindness Following the Good to be Green Rules Good work Consistently on task Good manners Showing kindness Being honest Trying your best at all times Politeness Following instructions Helping others Being a team player Going the extra mile Working hard Caring for the environment	Verbal praise Email / phone call to parents Stickers from teacher, DHT and HT Star of the week Good behaviour awards End of half term activities Praise note sent home Good to be Gold card Privilege Card Tokens for weekly raffle Display of work on website To sit on the Golden Table for Friday lunch



A Graded response to sanctions

Please also refer to the following policies:

- Good to be Green
- Anti-bullying
- School Bus
- Electronic Device

Sanctions

The school has in place a hierarchy of possible sanctions that can be used in response to inappropriate behaviour. When an incident occurs, the school will endeavour to establish the facts of the case before applying a sanction. Following serious incidents, the school will undertake a full investigation of events (including collecting statements from pupils involved and any witnesses where appropriate) before agreeing on a sanction. In all cases, sanctions will be applied **consistently and fairly** within a context of positive reinforcement of good behaviour

The sanctions employed by the school are intended to promote positive behaviour, rather than punish pupils, and it is made clear to pupils that it is the behaviour that is being condemned, not the person involved. Staff are regularly briefed about the school's policy and attitude towards applying sanctions, and they encourage pupils to reflect on the effects of misbehaviour on others in the school community, as part of everyday teaching and pastoral guidance in school.

The school avoids the use of whole group sanctions that punish the innocent as well as the guilty, and does not use punishments that humiliate or degrade pupils.

The school has identified examples of unacceptable behaviour and possible consequences, which includes:

Behaviour	Possible Consequences (Yellow card)
<p>Not following instructions, the first time of asking Being disruptive Not on task Continued time wasting Not listening Calling out Poor work Not trying their best Refusing to work Unkindness to others Bad manners Running in the corridors Being inside the building at break without permission</p>	<p>Miss 5-10 minutes break time Moved to another table Time out in a different classroom Work on your own Complete work at break / lunch Letter of apology – signed by parent Miss several minutes of Golden/ Green Time Sent to room to reflect on their behaviour with a Deputy Headteacher</p> 
Behaviour	Possible Consequences (Red Card)
<p>Continually refusing to follow adult instructions Constant disruption of lessons Acts of violence against others Racial abuse Not telling the truth Using bad language Physical/verbal abuse towards anyone, including name calling and comments on appearance and spitting Intimidation and goading Walking out of lessons or away when being spoken to All forms of bullying Damage with intent Any behaviour that puts the health and safety of any member of staff at risk Drug and alcohol related incidents</p>	<p>Parents informed (Always) Moved to another class Loss of playtime or lunchtime for set time period Catching up on missed work during own time Sent to DHT or HT Not allowed to go to clubs Not allowed on visits School based community service or imposition of a task – such as picking up litter on school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti. Being placed “on report” for behaviour monitoring. Ineligibility for team captain/ other positions of responsibilities Reduced timetable Internal exclusion Fixed term exclusion Permanent exclusion</p> 

Children’s individual needs (including SEN / EAL / Disadvantaged etc.), will ALWAYS be considered before deciding on a consequence.

We will also ensure that any decision takes into account the Equality Act 2010

Corporal punishment is illegal in all circumstances and there is no corporal punishment at North Cheshire Jewish Primary School.

Zero tolerance

We recognise that for the vast majority of our children, our Good to be Green behaviour management system is appropriate and effective. However, in cases of extreme violence (verbal or physical) we reserve the right to apply a fixed term exclusion in line with current guidelines. If a child is excluded for a fixed period, then work will be provided by the class teacher. In the event of repetition or extreme violence, and only as a last resort when a range of other strategies has been tried without success, the school will reserve the right to permanently exclude the child.

Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Longer exclusions will only be issued in response to very serious incidents.

Regard will be given to the guidance from the Local Authority and the DfE on exclusions, and where necessary advice will be sought from the Local Authority before issuing an exclusion.

A senior member of staff must be involved in the application of any of the sanctions for serious misbehaviour and only the Headteacher (or Acting Headteacher in the absence of the Headteacher) can decide to exclude a pupil.

Behaviour outside of school

North Cheshire Jewish Primary School has developed a good reputation over the years.

Pupils at North Cheshire Jewish Primary School must agree to represent the school in a positive manner.

Complaints from members of the public about bad behaviour from pupils at NCJPS are taken very seriously and will be fully investigated.

The power to discipline extends beyond the school gate. North Cheshire Jewish Primary School has developed a good reputation over the years. Pupils at North Cheshire Jewish Primary School must agree to represent the school in a positive manner. The guidance laid out in the school code of conduct applies both inside school and out in the wider community, particularly if dressed in school uniform. Complaints from members of the public about bad behaviour from pupils at North Cheshire Jewish Primary School are taken very seriously and will be fully investigated.

Teachers may discipline pupils for misbehaviour when the pupil for behaviour beyond the school gates when the pupil is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a pupil at the school.

Or, misbehaviour at any time that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

Items banned from school premises

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and Smoking equipment:

- Cigarettes
- Tobacco
- Cigarette Papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs except medicines covered by the prescribed medicines procedure.

Weapons and other dangerous implements or substances such as:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Electronic Devices:

- Phones (unless permission from the Headteacher)
- Mobile device that allows pupils to: record, take photographs, make and receive phone calls and text messages and has WIFI or internet connection via a sim card

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated Energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray

Restorative Approach

Children should be encouraged to take responsibility for sorting out their own conflict. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion.

Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

Suggested strategy for resolving conflict – 3 steps

The other listen with no interruptions

They are encouraged to maintain eye contact

Each child has a turn to say:

1. What the other (s) has / have done to upset them
2. How they feel about it
3. How would they like them to behave in the future

No one is allowed to interrupt or argue

They keep on taking turns until everyone has finished

The adult is there as a refer, not part of the discussion. They make sure that the turns are taken, that children stick to the three steps, that they listen to each other and maintain eye contact

If the children cannot resolve the conflict after a reasonable time, then the adult can decide make a judgement and take appropriate action.

Early intervention and support

As well as dealing with inappropriate behaviour when it occurs, this behaviour policy aims to reduce disaffection among pupils. The school recognises that where there are signs of disaffection, early intervention may prevent problems from worsening.

The school will review the support available to individual pupils who may be at risk of disaffection or exclusion. Additional measures could include:

- Buddy system - Year 6
- Counselling
- Individual education planning / teaching strategies
- Engaging with parents / Parenting Contract
- Curriculum flexibility (including not applying the National Curriculum in certain circumstances)
- Referral to a specific support service, such as the Education Psychology Service, SBSS In-school support, Social Care services or Community Child and Adolescent Mental Health Services
- Assessment of Special Educational Needs
- Pastoral Support Programme (PSP)

Involvement of other agencies

The school has access to a range of services to support pupils at risk of disaffection or exclusion, or for support in relation to specific problems/circumstances. The school will make referrals to these services where appropriate, and with the consent of the pupil and their parents/carers where necessary. These include:

- Behaviour Support Service (BSS)
- Education Psychology Service
- Education Welfare Service
- Education Support Team for Young People in Public Care
- Social Care services (including the Community Outreach Team (COT))
- CAMHS / HYMS– The Kite Project, Primary and Secondary Jigsaw Education Mental Health Teams, Sound Minds, Children’s Primary Mental Health Practitioner
- The Pendlebury Centre PRU (Outreach Support and PRU placements)

Individual Behaviour Plans/ Pastoral Support Plans

If a pupil has persistent behavioural needs that indicate they are in serious risk of exclusion it may be appropriate to implement an Individual Behaviour Plan (IBP), My Plan or Pastoral Support Plan (PSP) to help them better manage their behaviour. It is particularly appropriate for those pupils whose behaviour is deteriorating rapidly.

The DfE recommends that PSPs should be automatically set up for pupils who have had several fixed period exclusions that may lead to permanent exclusion, or who have otherwise been identified as being at risk of failure at school through disaffection.

The programme will identify causes of concern and what can be reasonably required of the pupil to bring about a positive change in their behaviour. The involvement of parents is essential if a successful outcome is to be achieved. It will normally involve a number of interventions, such as those listed above. As the behaviour of pupils at risk is often driven by complex combinations of social, emotional and health problems, the involvement of Local Authority and other services will also be coordinated and included in the plan where appropriate.

Managed Pupil Transfers

If a pupil displays persistent disruptive behaviour and is considered to be at serious risk of permanent exclusion, the school will liaise with the Behaviour Support Service (BSS) to discuss early intervention and support, and if necessary the possibility of a managed pupil transfer to another school. Managed pupil transfers between primary schools will be arranged, if appropriate, by the Headteacher of BSS and the Education Officer (Inclusion).

Bullying and Harassment (See Anti-bullying Policy)

This school is committed to a whole school approach against bullying and harassment in any form.

Bullying and harassment is not only damaging, but it stops pupils from learning. All members of the school community are expected to demonstrate care and courtesy towards each other, respect one another, and respect difference and diversity.

This school will not tolerate any kind of harassment, and bullies or instigators of harassment will be dealt with firmly.

Racial Harassment and Racist Incidents

This school follows the guidance issued by the Local Authority on dealing with racial harassment and racist incidents that occur in school. Racial harassment will not be tolerated and the perpetrator(s) of the harassment or racist abuse will be dealt with firmly, and sanctions applied as appropriate. In many cases, the parents/carers of the pupil(s) in question will be contacted and may be asked into school to discuss their child's behaviour. Victims of racist abuse and harassment will be supported both at the time of the incident and following the incident if necessary.

The school will complete a racist incident report form following every racist incident that occurs in school (no information that may identify a perpetrator or a victim will be included on this form), which will be returned to the Local Authority. The Local Authority may follow up serious incidents with the school and other appropriate agencies.

The school will make a termly report to the Governing Body about the number of racist incidents that have taken place and the action taken in response. If no incidents have been recorded, the Governing Body will complete and return a nil return form to the Local Authority.

Risk assessments for challenging behaviours

The school will consider undertaking risk assessments for pupils with challenging behaviour, in order to minimise risks, protect pupils and staff, and to exercise the school's "Duty of Care".

This will involve assessing the context and probability of risks, and the seriousness of any likely outcomes for pupils or staff. If further action or strategies are identified in the risk assessment process, the school will take action to implement these in order to safeguard pupils and other members of the school community.

The Local Authority has issued guidance to Headteachers to assist schools in this process.

Care and Control/ Physical Intervention

There are occasions when the restraint of pupils is necessary.

Teachers and other persons who are authorised by the Headteacher to have control or charge of pupils may use reasonable force in the following circumstances:

- a) Where action is necessary in self-defence, or because there is an imminent risk of injury to the pupil themselves or others
- b) Where there is a developing risk of injury, or significant damage of property
- c) Where the pupil is behaving in a way that is compromising good order and discipline at the school or among other pupils, whether this behaviour occurs in a classroom during a teaching session or elsewhere
- d) Where the pupil is committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility.

All members of staff are authorised to use reasonable force to control or restrain pupils.

This school adheres to guidance given in the Local Authority's "Care and Control" document and the Team Teach Course Manual on the care and control of pupils and the recording and reporting of physical intervention.

Recording and Reporting of Incidents

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy. The school has clear procedures in place for recording incidents of inappropriate behaviour and conduct initially on the Good to Be Green class log and /or the School Behaviour Log as well as on CPOMS. All staff are made aware of and reminded of on a regular basis.

The school has advised staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and also of the correct procedures for recording statements.

The procedures for recording and reporting incidents are reviewed regularly by the SLT and updated when required.

The school also follows the Local Authority's guidance for recording and reporting particular types of incident. The reports that the school sends to the Local Authority are listed below:

- **Accident/Incident Report Form** – the school is required to complete a form following every accident or incident resulting in injury that occurs in school, and return a copy to the Health and Safety Team at the Local Authority.
- **Exclusion Notification Form** – an exclusion notification form is completed and signed by the Headteacher following every exclusion issued. This is sent to the Education Officer (Inclusion) at the Local Authority, who monitors all

exclusions, notifies other relevant services of exclusions where appropriate, and produces annual statistics on the number of exclusions in the borough.

- **Racist Incident Report Form** – this report form is completed and returned to the Local Authority’s Inclusion Support Team following every incident of a racist nature that occurs in school. The form does not identify either the victim or the perpetrator of the racist incident.
- **Serious Incident Record** – a report form from the Team Teach Course Manual is completed and returned to the Inclusion Support Officer at the Local Authority following every occasion where a member of staff has physically intervened with a pupil.

The school follows the relevant Local Authority guidance which accompanies each of the above reporting procedures/report forms.

The school ensures that completed forms and any photocopies containing personal information are kept secure, as required by GDPR and that only authorised persons are able to see the information.

Monitoring, Evaluation and Review

The school monitors behaviour incidents in order to identify issues and trends, in terms of:

- Type of incident
- Critical days/times in the week
- Critical places within/outside the school
- Pupils involved
- Profile of students involved (ethnicity, age, gender, SEN, LAC status etc.)
- Timeliness of response
- Outcomes

The school evaluates its behaviour policy against key improvement objectives, which include:

- Improvement of individual behaviour
- General behaviour patterns
- Balance in the use of rewards and sanctions
- Staff support and training needs
- Curriculum access and academic progress
- Equal opportunities
- Behaviour management trends over time
- Effectiveness of the policy in encouraging positive behaviours

The use of rewards, sanctions, exclusions, and referrals to support services will be monitored in relation to race, ethnicity, gender, disability, SEN and Looked After status, and any patterns revealed will be analysed and addressed as appropriate.

The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements, in line with the GDPR and Freedom of Information Acts.

The effectiveness of this policy will be reviewed as part of the Governors and the Governing Body will receive statistical reports on bullying, racist incidents and exclusions on a termly basis.

The Behaviour Policy will be reviewed each year, and will be thoroughly audited and reviewed every two years. Pupils, parents, staff and governors will be consulted about any proposed changes to the published policy.

Feedback and Information Sharing

The school will report details of the implementation of the behaviour management programme to parents.

Staff will receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcomes of referrals.

Relevant information is shared with all members of staff and the Governing Body to better inform decision making, and to assist in meeting the educational needs of all pupils at the school.

APPENDIX

APPENDIX 1

Stockport Support Services

Further information about these services, including referral criteria and procedures can be found in the Local Authority's Directory of Support Services.

Anti-Social Behaviour Action Team (ASBAT)

Owl House, Great Underbank, Stockport, SK1 1NE
0161 476 2876 *Contact Jonathan Connelly*

Community Outreach Team (COT)

Lapwing Centre, Lapwing Lane, Brinnington, Stockport, SK5 8LF
0161 494 6463 *Contact Brian Seisay*

Compass (KS4 work based learning)

19 Market Place, Stockport, SK1 1HA
0161 480 2679 *Contact John Gibbins*

Connexions Stockport

64 Chestergate, Stockport, SK1 1NP
0161 475 7700 *Contact Mike Brown*

Education Psychology Service

Children & Young People's Directorate, Stopford House, Stockport, SK1 3XE
0161 474 3870 *Contact Judith Davies*

Education Service for the Sensory Impaired (ESSI)

17 Greek Street, Stockport, SK3 8AB
0161 474 3906 *Contact Ruth Le Lohé*

Education Support Team for Young People in Public Care (EST)

Mount Tabor, Mottram Street, Stockport, SK1 3PA
0161 474 4714 *Contact Julie Eltringham*

Education Welfare Service

The Dialstone Centre, Lisburne Lane, Offerton, Stockport SK2 7LL
0161 474 2195 *Contact Penny Pugh*

Ethnic Diversity Service

3 Bann Street, Edgeley, Stockport, SK3 0EX
0161 477 9000 *Contact Carole Crompton*

Highfields Pupil Referral Unit

Highfields PRU, Essex Road, Brinnington, Stockport, SK5 8DR
0161 406 7922 *Contact Alison Bettles*

Jigsaw Project Multi Agency Education Mental Health Team (Secondary)

Pendlebury Centre, Edgeley Road, Cheadle Heath, Stockport, SK3 0RJ
0161 428 9305 *Contact Margaret McCann*

Junior Youth Inclusion Programme (YIP)

1st Floor Lapwing Centre, Lapwing Lane, Brinnington, Stockport, SK5 8LF
0161 494 6575 *Contact Mike Hughes*

The Kite Project (Community CAMHS)

The Bredbury Centre, Highfield Park Road, Bredbury, Stockport, SK6 2NY
0161 430 2817 *Contact Jo Warburton*

Learning Support Service (LSS)

Cheadle Heath Centre, Edgeley Road, Stockport, SK3 0RJ
0161 428 8260 *Contact Mel Blackburn*

Moat House Pupil Referral Unit

6 Lower Moat Close, Heaton Norris, Stockport, SK4 1SZ
0161 429 9015 *Contact Kathy Burton*

MOSAIC (Young People's Drug and Alcohol Service)

Suites 2, 3 & 4, Grosvenor House, High Street, Stockport, SK1 1EG
0161 429 7677 *Contact Babs O'Brien*

Pendlebury Centre Pupil Referral Unit

Edgeley Road, Cheadle Heath, Stockport SK3 0RJ
0161 428 9305 *Contact Janice Cahill*

Positive Activities for Young People (PAYP)

Werneth Young People's Centre, George Lane, Bredbury, Stockport, SK6 1DJ
0161 494 9243 *Contact Jo Latham*

Primary Behaviour Support Service (PBSS)

Oakgrove Primary School, Matlock Road, Heald Green, Stockport SK8 3BU
0161 437 4956 *Contact Janette Maude*

Primary Jigsaw Multi Agency Education Mental Health Team

Oakgrove School, Matlock Road, Heald Green, Stockport, SK8 3BU
0161 436 3015 *Contact Andrew Holt*

Secondary Behaviour Support Service (SBSS)

Highfields PRU, Essex Road, Brinnington, Stockport, SK5 8DR
0161 406 7922 *Contact Alison Bettles*

Sound Minds

Covent Garden, Hillgate, Stockport
0161 477 1598 *Contact Laurie Carefoot*

Youth Offending Team (YOT)

Owl House, 61 Great Underbank, Stockport, SK1 1NE

0161 476 2876 *Contact Dave Shaw*

APPENDIX 2

Related Documents and Policies

Behaviour Support Plan 2004-2007

<http://www.stockport.gov.uk/content/educationservices/lea/leaplans/behavioursupportplan>

Care & Control: Information and Guidance Document for Schools (January 2004)

<http://172.16.106.31/Inclusion/senco/Latest%20Oct%202003.htm>

Education Related Parenting Contracts, Parenting Orders and Penalty Notices (Spring 2006)

<http://www.stockport.gov.uk/content/educationservices/schools/pupilsupport/documents>

Guidance for dealing with Racial Harassment and Racist Incidents in Stockport Schools (November 2004)

<http://172.16.106.31/Inclusion/index.htm>

LEA Access Strategy and Plan 2003-2006 (Consultation on 2006-2009 Plan due Summer 2006)

<http://www.stockport.gov.uk/content/educationservices/lea/leaplans>

Model Behaviour Policy for Stockport Schools (Spring 2006)

<http://172.16.106.31/Inclusion/index.htm>

Pupil Exclusion from School – Guidance for Headteachers, Governors and Parents (Spring 2006)

<http://www.stockport.gov.uk/content/educationservices/schools/pupilsupport/exclusionfromschool>

Replacement guidance for LEAs and Schools in place of circulars 10/99 and 11/99 (Autumn 2005)

<http://www.dfes.gov.uk/behaviourandattendance/guidance/IBAGuidance/>

Risk assessment of pupils who present risks from foreseeable challenging behaviours

<http://172.16.106.31/Inclusion/senco/Latest%20Oct%202003.htm>

School Standards and Framework Act 1998

<http://www.opsi.gov.uk/acts/acts1998/19980031.htm#aofs>

Secondary Inclusion Panel (SIP) Guidance (September 2004)

<http://172.16.106.31/Inclusion/Sections/Pupils/index.htm>

Special Educational Needs Code of Practice (November 2001)

<http://www.teachernet.gov.uk/docbank/index.cfm?id=3724>

Stockport's Pastoral Support Planning Toolkit – Guidance notes (Spring 2006)

<http://www.stockport.gov.uk/content/educationservices/schools/pupilsupport/documents>

The Stockport Identification Procedure for Pupils with Special Educational Needs (October 2002)

<http://www.stockport.gov.uk/content/educationservices/schools/pupilsupport/specialeducationalneeds/usefulcontacts>

Education Act 1996

<http://www.legislation.gov.uk/ukpga/1996/56/contents>

School Standards and Framework Act 1998

<http://www.legislation.gov.uk/ukpga/1998/31/contents>

Education Act 2002

<http://www.legislation.gov.uk/ukpga/2002/32/contents>

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

School Information (England) Regulations 2008

<http://www.legislation.gov.uk/uksi/2008/3093/made>

Equality Act 2010

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

The Education (Independent School Standards) (England) Regulations 2010

<http://www.legislation.gov.uk/uksi/2010/1997/contents/made>

Education Act 2011

<http://www.legislation.gov.uk/ukpga/2011/21/contents>

Schools (Specification and Disposal of Articles) Regulations 2012

<http://www.legislation.gov.uk/ukdsi/2012/9780111519356/contents>

The Education (Independent School Standards) (England) Regulations 2012

<http://www.legislation.gov.uk/uksi/2012/2962/contents/made>

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

<http://www.legislation.gov.uk/uksi/2012/619/introduction/made>

APPENDIX 3

Glossary Of Terms

Violence ~ any incident involving physical or verbal abuse of a threatening and/or racial nature, threat, fear or the application of force arising out of the course of their work whether or not they are on duty.

Positive Handling ~ the full range of Team-Teach strategies used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff and clients.

Guides ~ the positive application of force to overcome minimal resistance prompting and encouraging a person's free movement. The purpose of its application should be to safeguard the person, other people or prevent significant damage to property.

Controls ~ the positive application of force to overcome moderate resistance, guiding and directing a person's free movement. The purpose of its application should be to safeguard the person, other people or prevent significant damage to property.

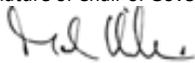
Restraint ~ the positive application of force by staff, in order to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement. The purpose of its application should be to safeguard the person, other people or prevent significant damage to property, the proper use of which requires knowledge, understanding, skill and judgement. All restraints should be reported, recorded and reviewed.

CYPVA ~ Child - Young Person or Vulnerable Adult

APPENDIX 4

Staff trained in Team Teach and authorised by Headteacher to use physical intervention

The majority of teaching staff are trained in Team Teach at the time of this policy being ratified

Policy Reviewed:	May 2020
Next Review:	May 2022
Signature of Chair of Governors: 	Signature of Headteacher: 