



Ready to Learn Policy

(including behaviour, bullying and exclusion)

The Livingstone Road Primary Federation adopts the principles and procedures of this Policy for both Sylvan Infant School and Branksome Heath Junior School

Status & Review Cycle: Annually

Last Review Date: 26th January 2016

Review Group/Reviewer: LGB

Next Review Date: July 2018

Signed.....

Policy Statement

It is important that all staff members are aware of the expectations across both schools; Sylvan Infant and Branksome Heath Junior School, regarding behaviour. Everyone must follow and uphold the agreed policy to ensure full implementation.

We believe that good relationships between staff and pupils and positive behaviours are essential in establishing an environment for learning.

Self Esteem is the personal picture individuals have of themselves. Research indicates that there is a strong correlation between good self esteem and the raising of academic achievement.

Pupils need to know when they are making good choices about their behaviour and other attitudes towards their peers and adults.

Rights Respecting Schools

Both Schools operate using the language of The UNICEF UK Rights Respecting School Award (RRSA with Sylvan being a Level 1). These are based on principles of equality, dignity, respect, non-discrimination and participation. A rights-respecting school is a community where pupils rights are learned, taught, practised, respected, protected and promoted. The pupils also learn that with rights come responsibilities.

Our Golden Rights Charter is based around 5 Articles from the UN Convention. Article 28 (Right to an education), Article 12 (Respect for the views of the pupil), Article 19 (Protection from all forms of violence), Article 31 (Right to leisure, play and culture) and Article 24 (Right to health and health services)

GOLDEN RIGHTS CHARTER

- We have the right to come to school to learn –
- We have the responsibility to work hard and try our best

- We have the right to say our ideas –
- We have the responsibility to listen carefully and try not to interrupt

- We have the right to be safe –
- We have the responsibility to act safely and sensibly

- We have the right to relax and play-
- We have the responsibility to be kind to our friends and treat equipment with respect

- We have the right to drink water and eat healthy food –
- We have the responsibility to not waste water or food

Our Golden Rights are displayed in all classes, the entrance hall and other school areas. The rights are discussed in school assemblies, class activities, etc.

Parents are informed of the Golden Rights at induction meetings, through the prospectus, newsletters and the website.

At the beginning of the academic year each class will create its own golden class charter which all the pupils will sign. This will be displayed on the wall in each class.

Golden Time

Golden Time is a privilege for those pupils who have kept the Golden Rights all week and means that they can participate in Golden Time on Friday afternoons. Breaking a Golden Right can result in a pupil missing 1 minute of Golden Time.

A wide range of special activities are offered across the school from a disco, basketball, Head Of Schools café, biscuit decorating, wearing fancy dress, etc. Pupils are encouraged to sign up to a different treat each week. The pupils choose which Golden time activity they want to do each Monday morning.



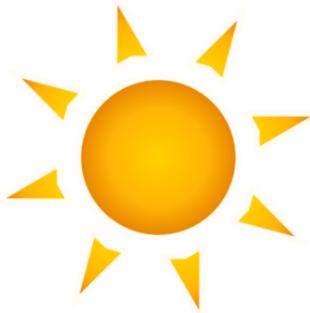
Sylvan Infant School Behavior Protocol

At Sylvan every pupil starts the day on the Sun and may move to the Rainbow, Cloud or Thunder as described below.



Rainbow

Pupils can be moved up to the rainbow for being **amazing** e.g: doing amazing work, amazing reading, being an amazing friend, following the golden rules. A sticker will be given saying "I was on the rainbow today! Please ask me why"



Sun

All pupils start their day on the sun. Before being moved to the cloud all pupils must be given first, a teacher stare, and if that does not work then a verbal warning using the language of choice e.g. "The choice is you finish your work now or you finish it during playtime. It's your choice" "Remember if you chose to carry on talking when I am, your name will be moved to the cloud and you will lose a golden minute. It's your choice"



Cloud

Low level behaviours: talking when others are talking, not listening, off task behaviour, distracting others, not completing work. A pupil will be moved to the cloud if their behaviour 'after being given the warning' does not change. Consequence = **One golden minute lost.** Unfinished work to be finished during playtime.



Thunder

High Level behaviours: Hitting, defiance, rudeness, upsetting others, answering back. A pupil can be moved straight to the thunder cloud for the above behaviours. Consequence = **5 minutes of play missed and 2 golden minutes lost.**

Extreme behaviours such as kicking, throwing objects and fighting are not acceptable. A member of the SLT must be informed and the parent contacted. Consequence = **All of golden time to be lost.** If a pattern of extreme behaviour is evident, then an individual behaviour plan will be put in place and pastoral support given.

Sylvan Reward Card System

Pupils are rewarded verbally for making the right choice. To help build their self-esteem pupils are also given stickers in their Reward Card for keeping the Golden Rights, such as achieving their targets, good manners, etc.

These rewards help the pupil to see success with their work, linking with behaviour for learning and therefore are an incentive to continue to do their best. Encouragement from their friends, teachers and family are also a prime motivator and further build their self-esteem.

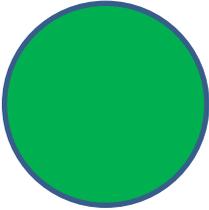
On completing their Reward Card (15 stickers) pupils spend time with the Head of School, or deputy Head of School, sharing their success, discussing the next reward level and who might come to Celebration Assembly to see them get their certificate. All pupils take great pride in telling everyone in assembly which sticker they are most proud of and why.

Reward Card Level and Reward	
Bronze	Bronze Star Badge
Silver	Silver Star Badge
Gold	Gold Star Badge
Rainbow	Rainbow Bade
Pot of Gold	Pot of Gold, Badge and Basket of Gold Coins
Little Ray of Sunshine	Sunshine Badge and Packet of Sunflower Seeds
Mega Challenge	Mega Badge and Book Token

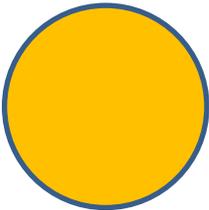


BRANKSOME HEATH JUNIOR SCHOOL BEHAVIOUR PROTOCOL

The aim of the ready to learn policy is to maximize pupil's opportunities to be learning and improve behaviour for learning. If pupils keep the class and school charter and stay on green over the week, they can have golden time, free choice of activities from 2-45 until 3-10pm. This will be class based.



At the start of the day and each lesson all pupil's photo &/or name start on green. If they make good choices and complete the learning pupil's photos stay on green. 100% green all week = golden time on Friday 2-45pm until 3-10pm. Teachers will ensure this is a desirable goal and use Role Models in the class who exhibit these behaviours all the time to remind others of expectations.



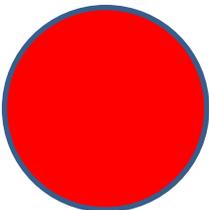
The teacher or TA will move a pupil's photo &/or Name for a **Non-Verbal** Warning when:

- the pupil calls out,
- interrupts learning
- distracts others
- refuses to work once.

If a pupil continues they will get a **VERBAL** warning of their behaviours. This is the time teachers will use visual reminders to indicate to a pupil their expectations.

TIME OUT – An offer of Time Out at a table within the classroom must be offered using a Time Out card. The teacher's expectation of this is for the pupil to turn around their behaviour in a given amount of time (Max 5 minutes) and come back to the learning. During this time the class TA should be directed to guide the pupil to the correct area and discuss what the issue is that is hindering the pupil from learning. Once again the expectation is that there is learning at all times and therefore if the teacher feels that the pupil will learn better at a table on their own then this is offered. The ultimate goal is to have ALL pupils learning and completing the task they have been set (not tasks that are not part of the lesson)!

If unacceptable behaviours continue then the pupil moves to red and loses 5 minutes of golden time which is visually indicated on a Golden Time board.



A pupil's photo can go straight to the red when:

- They continue low level behaviour that put them on yellow beyond the verbal warning & Time Out
- Swearing directly at an adult & or pupil
- Repeated refusal to work
- Violent – throwing objects etc
- Not keeping self or others safe

If the pupil moves to red at all in a day the number of five minutes of golden time missed on the relevant number of days will be visually displayed so that there is a clear reminder for the pupil, so that it can be referred to, to decrease further incidents and so that it does not become an issue on Friday when Golden Time is lost.

If more than one red card is gained a sanction is then chosen by the adult dependent upon the behaviour exhibited. All red cards will be placed in the red behaviour file (retained in each class room) and this will be monitored and the red card protocol followed.

When the sanction is a parallel class, the pupil will be escorted by a T.A. to the new class. Work must be taken to avoid disturbing the learning in the parallel class and this work should be in line with the original learning in class. If a pupil refuses to learn or leave the class, the pupil will make up the learning time missed during break or lunch time with the class teacher or year lead.

If the red card has been given for continually ignoring reminders then the teacher will use a break time/lunchtime for a 5 minute think time discussion with the pupil to discuss what happened and the strategies to be used so that it does not happen again. This discussion will be recorded on the back of the red card.

Leaving the Class or Absconding the Year Base

When a pupil leaves the class they will be followed by an adult. They will be given a choice to return to class or go to a parallel class. Pupils are informed that any learning time spent out of the classroom will need to be made back. A red card is automatically given and a break time/lunchtime Catch Up is used to ensure the learning is completed effectively.

If the pupil chooses not to make that choice and continues to abscond from class, Pastoral are informed. The T.A. will ensure the pupil's work is placed in the learning zone (designated area within each year group) ready for the pupil to turn their behaviour around and the T.A. will support the pupil with their learning to ensure they stay on track. The pupil is always welcomed back into class when they return back into class.

If the pupil continues not to engage in the learning when moved to the Learning Zone, the pupil will have a discussion with a member of SLT. This will be noted by the school office and the time recorded and then SLT informed.

For pupils who are likely to abscond staff will ensure that these pupils are supported around the school during transitions and will be escorted to the toilets during comfort breaks.

Red Card Stages:

- Phone calls from teachers to parent/carers about red cards given.
- Teacher/Parent meeting arranged by class teacher to discuss behaviour in school. Key actions to be put in place to reduce behaviours that warrant a red card & contract drawn up between parent & teacher & pupil.
- Clear communication regarding further red cards by phoning home.

- Year Leader & Teacher/Parent meeting arranged by year leader to discuss behaviour in school. A discussion around what happened for the key actions not to work for pupil will occur. Further Key actions to be put in place to reduce behaviours in the form of a behaviour plan.
- Clear communication regarding further red cards.

If the behaviour then continues a meeting with pupil, parents/carers & Deputy Head &/or Head of school will occur.

Behaviours that will warrant immediate exclusion from the classroom - include

- Swearing directly at staff and other pupils (this must be witnessed)
- Absconding the building or year base (if the right choice is not made)
- Not keeping self safe by own behaviour
- Throwing dangerous objects directly/intentionally at people
- Hurting other pupils and adults intentionally

At all times we are trying to build relationships, increase resilience and challenge behaviours in order for all pupils to learn. The main aim is for a pupil **NOT** to gain a red card, so the Ready To Learn policy will be used as a positive to re-engage.

If behaviour continues to impact negatively regardless of strategies put in place, fixed term exclusions will be discussed & implemented.

Branksome Heath Junior School Reward System

Our system is designed to both reward pupils for their individual achievements and efforts, as well as for their efforts in working as part of a group. It is designed to make the pupils feel valued and welcomed in the school.

The reward system is based upon a system of merits, which feeds into a House Team and Class based reward system, where group efforts receive recognition and reward. A merit equates to 1 point. A record of all points scored is kept on a central record system, with weekly updates. This will allow staff to analyse the progress of individuals and promote a system based on equality for all.

Merits

A Merit equates to 1 point on the pupil's central record and 1 point for the **House Team** of the recipient. Merits can be awarded for the following reasons:-

- A very good piece of work (i.e. a high standard for that pupil)
- Good behaviour for a particular pupil
- Extra/Very good piece of homework
- Particularly helpful or kind deed
- Upon achieving a particular target

As a pupil's merits accumulate, further Rainbow Awards can be obtained:-

- 50 merits Red
- 100 merits Orange
- 150 merits Yellow
- 200 merits Green
- 250 merits Blue
- 300 merits Indigo
- 350 merits Violet
- 450 merits Gold
- 550 merits Platinum
- 650 merits Rainbow

The House Team System

Pupils throughout the school are placed into House Teams, named after 4 local beauty spots in Dorset. Each team is allocated a colour as follows:-

Lulworth House	Green
Kimmeridge House	Red
Worbarrow House	Blue
Brownsea House	Yellow

Weekly Award Ceremony

Pupils receive their Rainbow Awards in the weekly celebration assembly. During this assembly children are also rewarded for their presentation work of the week and for showing the learning behavior of the week.

Annual Award Ceremony

Those achieving the highest number of merits in each class, as well as those with 100% attendance will, together with their parents, be invited to the Annual Award Ceremony at the end of the academic year.



Pupils Beyond

At both schools there are some pupils who will be “beyond” the normal incentives and behaviour sanctions.

These pupils may be unhappy, angry or suffering from low self-esteem. Others may have a specific diagnosis, e.g. ADHD, Dyspraxia or Autistic Spectrum Disorder, which may make school a challenging environment for them.

The needs of these pupils should be given specific consideration, and it maybe helpful to identify areas for development.

At Sylvan Positive Behaviour Management Plans [PBMPs] will be drawn up in consultation with the Deputy Head of School and Behaviour Support/Longspee Outreach [as necessary]. At BHJS Playground and Classroom Behaviour Action Plans will be drawn up by the class teacher & year lead with the support of the Deputy Head of School and any outside agencies with involvement.

Positive Handling Plans must also be implemented if the pupil needs to be restrained to support their behaviour.

At both schools class teachers are responsible for ensuring that these plans are agreed with their class team, the pupil and their parent/carer; and that all colleagues are in agreement of how the pupil should be supported. Copies of the plans should be placed in the appropriate folders.

Parents and pupils should be involved in the process. Targets should be agreed, with clear success criteria and achievable rewards to motivate the pupil.

ALL MEETINGS WILL BE LOGGED

Bullying

We are committed to providing a caring, friendly, non-threatening and safe environment, for all of our pupils.

Bullying of any kind is not acceptable and any concerns from parents or pupils themselves will always be treated seriously. Incidents/concerns will be dealt with quickly and sensitively.

Definition of Bullying

Bullying can be:

- Physical – pushing, kicking, hitting, pinching or any use of violence
- Verbal – name calling, sarcasm, teasing, spreading rumours
- Emotional – excluding, tormenting, being unfriendly
- Racist – racial or cultural taunts, graffiti
- Sexual – unwanted physical contact, abusive comments

Note:

Bullying is repetitive and it is intentional. At Sylvan, with our youngest children, it is important that they understand the difference between repetitive and intentional bullying and the normal developmental relational conflict that is seen on a daily basis with young children due to underdeveloped social skills.

IT IS THE RESPONSIBILITY OF ALL STAFF TO BE VIGILANT AT ALL TIMES AND REPORT ANY CONCERNS:

- Teaching assistants and midday supervisory assistants report to the class teacher
- Class teacher reports to the Head of School
- Head of School reports to the Chair of Governors if necessary

All reports from pupils should be acknowledged by staff. All incidents where a pupil is hurt at playtime should be recorded in the Playground Incident Book. In BHJS this may require time in the 'think tank' to reflect on their behaviour.

Concerns from parents will be dealt with by the Head of School. The Head of School will:

1. Record the parents concerns
2. Instigate proceedings to investigate
3. Report back to the parents at an agreed time.

The Head of School will usually arrange for the pupil to be monitored over a short period of time in order to establish the extent of the problem using the '**Keep an Eye**' form.

The Head of School will speak to the pupil about the incidents, with parental permission.

The Head of School will speak to the perpetrator and/or peer group, without the victim being present and without naming the victim. The victim's parents/carers will be informed of the actions to be taken.

Parents of the pupil who is bullying will also be informed and will be asked to meet with the Head of School, to discuss an appropriate solution/sanction.

Appropriate support will be given to all those involved so that a positive outcome is achieved and maintained.

FURTHER REFERENCES:

Borough of Poole: Anti-Bullying Strategy 2014-16; Social Inclusion: Access to Education (Nov 2001) [DFE Circular 11/99]

Daily Procedures

How the pupils enter and leave the school affects their behaviour in the classroom and on the playground.

Before and After School

All class teachers will welcome their pupils into school informally from 0840 am.

The Head of School and Pastoral Care Worker will be on duty before and after school.

All class teachers will call the register promptly at 0850 am.

All teaching assistants will monitor the corridors at the start of the school day.

At the end of each day, each class teacher will see their own class out ensuring that each pupil has made contact with his/her grown-up.

Parents are informed of procedures for the beginning and end of the school day through the prospectus and new starter meetings.

All parents are encouraged to meet their pupils from the appropriate exit, patio door or playground.

Playtime

At Sylvan Infant School Year R and Year 1 will share the middle playground and Year 2 will use the top playground. Teaching assistants in those year groups will provide supervision.

At BHJS Years 3 and 4 will share playtime from 10.30 – 10.45 and Years 5 and 6 share playtime 10.40 – 11.00. A rota of staff provide supervision at break times.

During the winter months and on wet days the pupils may not use the grassed areas.

All pupils must go out to play unless they have a note or feasible request from a parent, or are being kept in to finish work as a consequence.

Pupils who need to stay in because they are unwell will be supervised by the First Aider. Pupils who are kept in as a sanction must be supervised in the classroom by the class teacher or a colleague, NOT in the office area.

All members of staff will try to ensure that pupils are appropriately dressed for playtime.

'No Coat – No Play' will operate in winter months.

Wet Playtimes

At Sylvan all pupils should have a wet playtime book for drawing or playing games in.

Teachers should list other wet playtime equipment clearly. Staff in each year group will relieve each other for a break.

Health and Safety

No tea or coffee will be taken onto the playground or into the classroom, during the school day. All members of staff and pupils are encouraged to drink plenty of water and sip bottles are acceptable in classrooms.

Lunchtime

There are two extra rules for lunchtime:

- Do stay in your seat
- Do eat your food sensibly and quietly

Assembly

All classes should arrive promptly and quietly for assembly.

Background music will be played. All class teachers should support their class to sit quietly until this is turned off. All pupils will be shown where to sit.

Staff should ensure that pupils who have difficulty sitting and concentrating are seated close to an adult.

Staff should concentrate on enforcing good behaviour, and pre-empt any interruptions during assembly.

All staff should be ready to exit with their class quickly and quietly.

Roles and Responsibilities

The **Governing Body** should:

- Set the framework of the school's discipline policy through a written statement of general principles which takes into account the needs of all pupils, including any with special needs
- Consult with the Executive Head of Federation and parents before making or revising the statement
- Oversee the Executive Head of Federation's sound maintenance of the discipline at the school
- Advise the Executive Head of Federation on their views on specific measures for promoting good behaviour
- Ensure the school follows policies to promote good behaviour and discipline among pupils
- Regularly review this policy

The **Executive Head of Federation** should:

- Draw up the Federation's written discipline policy
- Publicise the school discipline policy once a year to pupils, parents and staff
- Put in place effective strategies against bullying and ensure that pupils, staff and pupils understand these arrangements

The Head of School has day-to-day responsibility for discipline, with the backing of the Governing Body.
(Reference: Social Inclusion: Pupil Support Circular 10/99)

Exclusion

Across the Federation a range of strategies are adopted to prevent exclusion and to ensure that any pupil with challenging behaviour is given every opportunity to participate in everyday learning activities including:-

- Rewarding achievement
- Positive behaviour management techniques
- Working with Parents

A Pastoral Support Programme and/or a Behaviour Support Programme may be implemented. The Deputy Head of School will seek advice from other agencies as necessary, such as:-

- Pupil and Parent Support
- Longspee Outreach Worker
- Educational Psychologist
- Other Outside agencies for specialist support

If the Head of School considers that the pupil needs 1:1 adult support to cope with the challenges that school presents, hours will be endeavoured to be sought through the Local Authority.

Parents will be informed of:

- The pupil's behaviour
- The sanctions that are being used to discourage recurrence of such behaviour
- The steps that will be taken if the behaviour continues, which may be a fixed term exclusion

A record of more challenging behaviour will be logged and monitored by the Head of School.

A decision to exclude a pupil will only be taken:

- In response to a serious breach of the school discipline policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school

[Ref: Social Inclusion: Pupil Support 11/99]

A decision to exclude a pupil will not be taken in the heat of the moment.

Behaviour which may result in exclusion includes:

- Extreme and Deliberate physical aggression to pupils or adults
- Deliberate destruction to equipment or property
- Persistent disruptive behaviour
- Extreme verbal abuse
- Absconding from the premises

- Other behaviour which the Head of School considers to be serious, eg. Bullying involving blackmail

In all cases the Head of School will follow procedures in the Social Inclusion Document DFE 11/99 as well as DFE guidance Exclusion from Maintained Schools, Academies and Pupil Referral Units In England February 2015.

In determining the need and duration of any exclusion the Head of School will consider:

- The age of the pupil
- The health of the pupil
- The previous behaviour record
- Any circumstances unique to the pupil, eg. SEN, Child Protection, Cared For, etc
- Whether parental or peer pressure may have contributed to the behaviour
- Severity of the behaviour
- Whether or not the behaviour impinged or will impinge on the day to day running of the school
- Whether the incident was perpetrated by the pupil alone or as part of a group

Excluding A Pupil

The Head of School will:

- Inform the parent/guardian immediately
- Ensure that the parent/guardian is aware of
 1. the period of exclusion
 2. the reason for exclusion
 3. the representation that can be made to the Governing Body
 4. the way in which the representation can be made
- Write to the parent/guardian within one day of the decision, with the information indicated above
- Include details in the letter for the continuing education for the pupil, including the setting and marking of work
- Inform the parent of the right to see the pupil's school record

A copy of the Borough of Poole School Exclusions Record will be sent to:

- The parent
- The Chair of Governors
- The Borough of Poole

Restraint

Please refer to the BoP's The Use of Physical or Restrictive Intervention in Educational Setting and Childrens Services May 2013, Reference: DFE The use of Reasonable Force – Advice for head teachers, staff and governing bodies (March 2012).

Under the 1996 Education Act, the Executive Head of School may authorise all staff trained in Team Teach in the school to use reasonable force to restrain pupils.

Staff should inform the Head of school when the use of reasonable force is necessary.

The Executive Head of School and Governors recognise that regular training and guidance should be provided for all those who are authorised in order for them to be thoroughly conversant with their role.

Reasonable force will only be used:

- In self-defence, where risk of injury is imminent
- Where there is a developing risk of injury or significant damage to property
- Where good order and discipline are compromised

Examples of situations that fall into the first two categories:

- A pupil attacks another pupil or a member of staff
- Pupils are fighting
- A pupil is engaged in deliberate damage or vandalism
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A pupil is running in a corridor or on a stairway in a way that he or she might cause an accident and cause injury to themselves or others
- A pupil attempts to abscond from a class or tries to leave, who would be at risk outside of the class or school

Examples of situations that fall into the third category:

- A pupil persistently refuses to obey an order to leave the classroom
- A pupil is behaving in a way that is severely disturbing a lesson

When using reasonable force the following criteria will be taken into account:

- The circumstances of the particular incident that warrants it
- The degree of force and its relation to the circumstance
- The age, understanding and sex of the pupil

Minimum force will be used and never as a punishment.

Physical intervention can take a number of forms:

- Physically interposing between pupils
- Standing in the way of a pupil
- Only TeamTeach recognised holds
- Leading a pupil away from an incident by the hand or by a gentle pressure on the back

All incidents when restraint is used must be recorded as soon as possible, using the BoP agreed form and the Teamteach bound book held in the school office.

Where the incident has been prolonged or where considerable force has been used, the following details are also recorded:

- Names of all witnesses, pupils and adults
- Signed witness statements
- The reason for force being used
- A description of the way in which the incident developed
- The pupil's response
- Details of the outcomes of the incident including injuries and damage

Review and Monitoring in the Case of Restraint

The Executive Head of Federation's role in safeguarding across the federation means that they will:

- Read all accounts of the incident
- Interview all staff and pupils who witnessed the incident
- Discuss the incident with the pupil or pupils involved and listen to the pupils own version of events
- Ensure that parents or guardians have been informed of the relevant facts
- Ensure that the LA and Governing Body have had the matter drawn to their attention
- Ensure that all concerned are aware of their right to complaint
- Review the policy as necessary

Complaints

The Governor's Complaints Procedure is available for all parents and published in the school website.

In the event of a complaint the Executive Head of Federation will:

- Provide support and help to the member of staff to deal with any trauma and re-establish confidence
- Offer medical support if any physical injury has been sustained, and recommend a visit to the doctor ASAP
- Report the incident to the LA and the Governing Body
- Compile a list of witnesses and conduct interviews and collect witness statements
- Provide the member of staff with a copy of the incident report
- Where appropriate, inform the police
- Advise the member of staff to contact their union or professional association before responding to any aspect of a complaint

Conducting and Concluding an Investigation

The Executive Head of Federation will:

- Notify the complainant of the outcome of the investigation
- Notify parents, guardians, LA and Chair of Governors of the above
- Record the outcome, sign the record of the incident and keep a copy on file

Cases Requiring Further Action

If the Executive Head of Federation concludes that further action is necessary after the above procedures have been carried out, one or more of the following procedures may be necessary:

- Local Safeguarding Procedures

References:

Reference: DFE The use of Reasonable Force – Advice for head teachers, staff and governing bodies (March 2012).

BOP Policy: Use of Restraint – Team Teach

DFE guidance Exclusion from Maintained Schools, Academies and Pupil Referral Units In England (February 2015)

Health and Safety at Work [Act 1974]