



# Relationships and Behaviour Policy

Including anti-bullying,  
racism, exclusion and restraint guidance

Approved by	SLT	Date Approved	March 2025
Review cycle	Annual	Date of next review	March 2026

Version	Author	Date	Changes
1	Jackie Squires	March '25	

## Contents

1.	Introduction.....	2
2.	School Expectations.....	3
3.	Values .....	4
4.	Rewards and Sanctions.....	4
5.	Rewards .....	4
6.	Consequences.....	5
7.	Individual Support Plans.....	10
8.	Restorative Approaches .....	10
9.	Dealing with racist, religious or cultural incidents .....	10
10.	Dealing with discipline beyond the school gates .....	11
11.	The role of all members of staff .....	11
12.	The role of the class teacher .....	12
13.	The role of leaders.....	12
14.	The role of parents .....	12
15.	Fixed-term and permanent exclusions.....	13
16.	Anti-Bullying .....	14
16.1	Procedures .....	15
16.2	Bullying which occurs outside school premises .....	16
17.	Sexual Harassment .....	17
18.	APPENDIX 2.....	22
19.	APPENDIX 3.....	23
20.	APPENDIX 4.....	24
21.	APPENDIX 5.....	25
21.1	Powers of members of staff to use force.....	25
21.2	Policy and procedures.....	25
21.3	Prevention and de-escalation .....	25
21.4	Who is authorised to use force? .....	26
21.5	The Heads of Schools should: .....	27

21.6	Searching children.....	27
21.7	Where force can be used .....	27
21.8	What types of incident might require the use of force?.....	27
21.9	Decisions on whether to use force must depend on judgements about:.....	27
21.10	Section 93 of the Education and Inspections Act 2006 authorises the use of reasonable force to prevent a child:.....	28
21.11	Examples of situations that fall within one of the first two categories are:.....	28
21.12	Examples of situations that fall into the third category are where a child:.....	28
21.13	What constitutes reasonable force?.....	29
21.14	Special considerations for children with special educational needs, disabilities or specific medical conditions .....	29
21.15	Reporting and recording incidents.....	30
21.16	Post-incident support.....	31

## 1. Introduction

Through our strong Christian values of love, friendship, responsibility, courage, honesty and respect, we aim to serve our community by providing an education of the highest quality within the context of Christian belief and practice. This policy is underpinned by these values. We believe in providing a nurturing environment, using restorative approaches, which will enable each child to feel secure and confident and allow them to achieve their full potential. Respecting others and having a positive attitude of self-worth is effective motivation to self-discipline and good behaviour. Discipline comes from within and self-discipline needs to be built upon.

Our values-based curriculum creates an ethos of good behaviour where children treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other children, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older children, who are expected to set a good example to the rest.

Promotion of these commitments is achieved through maintaining positive relationships and setting consistent, predictable and high expectations of behaviour throughout the school. We acknowledge that some children may struggle with meeting these high expectations and work hard to build trusting relationships with these children through which positive behaviours can be developed. The school is dedicated to ensuring it is inclusive and is a place where every child and adult feels comfortable to voice their opinions, is listened to, and feels safe and fairly treated.

### At St Martin's we:

- Create a positive climate with high expectations.
- Invest in developing positive working relationships with all children.
- Support children in taking responsibility for their own actions.

- Understand that relationships underpin all successful behaviour management.
- Understand that all behaviour is communication.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Promote honesty and courtesy.
- Encourage children to take age-appropriate responsibility for their own behaviour and develop strategies to deal successfully with conflict.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contribution of all.
- Provide a caring and effective learning environment.
- Emphasise the importance of being valued as an individual.
- Ensure that teaching is inclusive and that all children can access the intended learning.
- Use restorative approaches so that children learn how their behaviour can impact others and themselves and as a result learn from experiences.
- View each day as a fresh start.

### **A Nurturing School**

St Martin's Schools is committed to being a 'Nurturing School' by embedding a nurturing culture through the school, enhancing learning and promoting healthy outcomes for children, staff and parents by focusing on emotional needs and development as well as academic learning. Our children are at the heart of the school focus.

The school's Wellbeing Team offers an individual or group programme of support tailored to needs related to emotional well-being, life skills, behaviour, anger management, friendships, social skills, transition between year groups or to secondary school.

Aims:

- to understand each individual child's needs
- to help the child realise their potential
- to provide strategies to help their child now and in the future

The school is working towards fully embedding the Six Principles of Nurture across the whole school setting. These principles promote a patient and positive approach. As part of termly pupil progress meetings, the SEMH (Social, Emotional, Mental Health) needs of children are considered and appropriate pathways of support are identified.

## **2. School Expectations**

At the beginning of the school year, St Martin's Promises, which are underpinned by our school values, and the need for them are shared and discussed. The promises and values set the standard of behaviour that is expected across the school and promote consistency for all children and staff. The values are displayed in every classroom. We have a vast range of strategies to support children to develop appropriate and acceptable behaviours, including teaching about positive relationships in Life Learning lessons.

### **Our Promises are...**

Friendship – I will be a good friend and work well with others.

Love – I will be kind, gentle and helpful.

Responsibility – I will take care of my own property and the property of others.

Courage – I will work hard at my learning, challenge myself and always try my best.

Honesty – I will always tell the truth.

Respect – I will listen to others and follow instructions.



### 3. Values

Our Promises are embodied by our Values Jigsaw and are shared within the Home Learning Diary and are on display around the schools. This jigsaw is designed to make the schools a productive and rewarding place for all those who learn here. These expectations are clear and understood by all with an ambition that they are demonstrated by all stakeholders.

### 4. Rewards and Sanctions

The school believes that preventing inappropriate behaviour is more effective and beneficial to children than managing situations when they occur. The aim is to create a nurturing, safe, positive and productive learning environment, based on the principles of consistency, certainty and fairness. In order to provide this, the school manages behaviour with a positive, restorative approach.

The St Martin's Relationships and Behaviour Policy is supported by a series of steps for both positive and negative behaviour choices. The purpose of this is to ensure that behaviour is managed consistently and effectively across the schools.

### 5. Rewards

We recognise that a positive learning environment is created by recognising positive efforts, praising children and building mutual respect between staff and children, and between children themselves. We encourage our learners to develop an intrinsic motivation whereby they strive and aspire to be the best that they can be for their own satisfaction and personal development. We also believe that rewards can have a motivational role; helping children to see good behaviour is valued. The most motivating factor is recognition, and the most common reward is positive praise, verbal and nonverbal, informal and formal, public and private, to individuals and groups. Other forms of rewards are given to recognise good behaviour and learning:

- Being awarded the Values Award for demonstrating our school values.
- Being awarded Star of the Week certificates (with a bookmark and pencil) for attitudes towards learning.
- Being awarded the 'Golden Ticket' for demonstrating outstanding behaviour and learning, and earning one of a selection of rewards each term.

- Being awarded Book Prizes.
- Being awarded House Points.

Children across the school are placed within a house. These are Durdans, Woodcote, Maidstone and Hylands. Children can be awarded house points for positive choices in relation to their behaviour and learning. All staff members can award house points, between 1 and 3 house points can be awarded at a time. A special reward treat is held each half term for the house with the highest number of house points.

## **6. Consequences**

Although we believe rewards are central to the encouragement of good behaviour, when children misbehave, they need to know that consequences will follow. Discipline does not need to be severe to be effective in helping a child see where they went wrong and how to behave in a better way in the future. There is a clear set of escalating consequences for poor behaviour choices, as outlined below. Behaviours are examples only, not an exhaustive list. Each incident will be considered in context (including frequency and severity).

Any sanctions will be decided upon taking into consideration the context for the individual child concerned, particularly in respect to any disability (in line with Schedule 10 of the 2010 UK Equality Act). Where a child has an identified individual need that impacts on their ability to conform to behavioural or organisational expectations, the school will put appropriate provision in place, including reasonable adjustments, and work with parents to support the child in overcoming these difficulties, through the ISP (Individual Support Plan) process. This could include a Crisis Development Model and/or an Individual Behaviour Plan. This will be done in consultation with the child and their parents. If the child then fails to conform to expectations despite appropriate support, the usual school procedures will apply.

We aim to understand the underlying factors causing behaviour and to view behaviour as a communication tool in order to respond in the appropriate manner. We recognise that within a climate of inclusion there will be children who need a personalised approach to their specific behaviour needs. In some cases, this will mean that the school's sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used.

<b>Behaviours</b>			
Swearing	Physical aggression causing no/minor injury	Physical aggression causing major injury ##	Any behaviours that break the common law
Discriminatory language, including racist language	#	Deliberate physical violence	
Eating sweets/chewing gum in class/school	Shouting at adults	Deliberate damage to property	Use/threat of use of an offensive weapon
Refusal to follow instructions	Inappropriate gesticulation / mocking towards adults	Leaving school grounds	
Refusing to complete task(s)	Leaving class without permission	Cyber bullying	
Destroying work	Apparently attempting to leave the school grounds	Deliberately putting oneself at risk of injury	
Low-level disruption and/or interruption of learning	Threatening behaviour or bullying (whether in person or online)	Proven act of racism Inappropriate and excessive use of touch	
Spitting in the environment / on the ground	Theft	Use of sexualized language or sharing sexualized images of a pupil / group: online or in person * See Brook traffic light system	
Purposely touching another child without their consent * See Brookes Traffic light system	Deliberately spitting at someone	Sharing of inappropriate images, including online or via social media	
Pestering, peeking or intruding on someone in a toilet cubicle	Deliberately homophobic, racist, misogynistic or sexist language / behaviour	Use or supply of cigarettes or vapes in school	
Shouting/screaming	Abuse related to a disability		
Poking tongue out	Inappropriate use of touch/language * See Brook traffic light system		
Name calling/ inappropriate comments to peers			
Taking other people's things			
Not following our St Martin's promises			
Inappropriate gesticulation / mocking towards children			
Encouraging / goading of others to behave inappropriately			
Issues around consent or inappropriate touch or language: use Brookes sexual behaviour traffic light tool to assess level of severity and appropriate next steps.			

	Repeated instances		First instance (stage 5 or 6 depending on severity)		First instance	First instance
			Repeated instances		Repeated instances	
Stage 1 and 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8
2 x value based verbal reminders	Time out in another class (EYFS up to 5 minutes Y1-Y3 up to 10 mins Y4-Y6 up to 15 mins).  Re-set and welcome back into classroom.  If at lunchtime – time out in ‘reflection area’ under the Wave.  If at breaktime – time out on ‘reflection area’ in playground.	Loss of play or lunch time with class teacher. (EYFS up to 10 minutes Y1-Y3 up to 15 mins Y4-Y6 up to 30 mins).  Restorative behaviour conversation with class teacher or Year Group Lead.  Child completes reflection sheet.  Social story discussed or written with	Lunchtime internal exclusion (up to 30 mins) overseen by Year Group Lead **.  Restorative behaviour conversation held with adult from Year Group Lead team.  Social story discussed or written with child if appropriate.  Child completes reflection sheet.  Potential loss of privileges if appropriate.	Internal exclusion (up to 2-3 hours) overseen by Leadership **.  Restorative behaviour conversation held with adult from senior leadership team.  Social story discussed or written with child if appropriate.  Child completes reflection sheet.  Potential loss of privileges if appropriate.	Internal exclusion (up to a full day) **. Restorative behaviour conversation held with adult from senior leadership team.  Social story discussed or written with child if appropriate.  Child completes reflection sheet.  Potential loss of privileges if appropriate.	Fixed term exclusion (this will be accumulative, increasing by ½ a day for each incident) **. Re-integration meeting with Co-Headteacher(s), class teacher and parent/carer to agree way forward.  Provide governors with exclusion data via Head teacher’s termly report Additional support from outside agencies may be sought and/or a behaviour plan

	Restorative behaviour conversation with class teacher (or Senior Lunchtime Supervisor).  Social story discussed or written with child if appropriate.  Potential loss of privileges if appropriate.	child if appropriate.  Potential loss of privileges if appropriate.				may be drawn up.  Permanent exclusion Follow Trust procedure
Actions by staff:  Class teacher to record in Pink Book	Class teacher must inform parents (pro-forma e-mail sent and request for parent to acknowledge receipt).  Class teacher to record in Pink Book	Class teacher must inform parents (pro-forma e-mail sent, with scanned copy of reflection sheet - and request for parent to acknowledge receipt).	Class teacher must inform parents (e-mail sent, with scanned copy of reflection sheet - and request for parent to acknowledge receipt).  Class teacher to record on CPOMS.	Class teacher must inform parents (e-mail sent, with scanned copy of reflection sheet - and request for parent to acknowledge receipt).  Meeting with parents to discuss behaviour (class teacher to	Class teacher must inform parents (e-mail sent, with scanned copy of reflection sheet - and request for parent to acknowledge receipt).  Meeting with parents to discuss behaviour (class teacher and SLT to attend).  Class teacher to record on CPOMS.	

		Class teacher to record on CPOMS.		attend – plus Year Group Lead or SLT if appropriate).  Class teacher to record on CPOMS.		
In extreme cases, staff will use their walkie-talkie to inform SLT of a behavioural issue. This signals an immediate response is needed. Once the situation has been assessed and dealt with, a consequence for the misbehaviour is then delivered, case by case.						

\*\* If incident occurs at breaktime or lunchtime, the child may be sent in to their class teacher, to calm down and to remove them from the situation, but this does not take the place of the internal exclusion for stage 5 onwards.

# physical aggression causing no / minor injuries examples: kicking, hitting, hair-pulling, spitting, poking, pushing, biting, scratching, bruising

## physical aggression causing major injuries examples: broken bones, concussion, burns, stitches required, tooth knocked out

## **7. Individual Support Plans**

For those children who need more intensive support with their behaviour, we use a tailored approach through the implementation of Individual Support Plans (ISPs). These are written with the class teacher, parent and SENDCo and reviewed half-termly.

The purpose of an ISP is to:

1. Identify the challenging behaviours
2. Identify triggers
3. Identify previously used strategies and their successes
4. Decide on a positive behavioural strategy
5. Identify consequences
6. Set goals, benchmarks and responsibilities for all concerned

The ISP is shared with all relevant staff who interact with the child, so that there is a shared understanding and agreement about how to manage their behaviour in a positive manner that is flexible but still in line with the whole school behaviour policy.

## **8. Restorative Approaches**

We believe that using a restorative approach when dealing with challenging behaviours is most effective. Through reviewing the incident and exploring why it happened, the feelings it evoked and how it can be improved, children learn from the choices they have made. Using a restorative approach encourages children to take ownership of their behaviour, learn from the incident and apply learning to other contexts and situations, improve relationships with others, develop a better understanding of feelings and emotions and lastly acquire the skills needed to manage conflict appropriately and independently in the future. All staff adopt a restorative approach to managing behaviour within the classroom, around the school, in the halls and in the playgrounds. Key questions are used to encourage the child to reflect on what has happened. These include:

- What happened?
- How were you feeling? What did you need?
- What happened after the incident?
- Who else was involved? What do you think were their feelings?
- What have you learnt from this?
- What would you do differently?
- How can you repair the damage?

Using a restorative approach throughout all elements of the St Martin's Steps to Strive, Aspire and Succeed system is vital.

## **9. Dealing with racist, religious or cultural incidents**

At our school we value all God's children by caring for ourselves and for others. This includes caring for children of diverse ethnic minorities and for those with religious or cultural differences. Diversity is celebrated in many ways including through awareness-raising in assemblies, R.E. lessons, Circle Time and Life Learning.

All children will be made aware of the unacceptability of racial, religious and cultural prejudice through input in assemblies, R.E. lessons, Circle Time and Life Learning lessons. In general, any bullying on the grounds of race, religion or culture will be dealt with immediately using our strategies to combat incidents of bullying.

Behaviour which shows prejudice and intolerance is not acceptable. The school records all racist incidents through the use of CPOMs. All recorded incidents will be investigated by a member of the Senior Leadership Team and reported to the child's parents/guardians, the school governors and the LEA. The behaviour of perpetrators of racism will be monitored. Failure to modify their behaviour after all strategies have been exhausted will lead to exclusion.

### **10. Dealing with discipline beyond the school gates**

Governors have decided to adopt Department for Education guidance relating to the power to discipline beyond the school gate to such an extent as is reasonable, including where children are:

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

We recognise that the school community goes beyond the school gates. However, in all cases of misbehaviour the teacher can only discipline the child on school premises or elsewhere when the child is under the lawful control of the staff member. It is the role of all staff members' responsibility to promote good behaviour to enable the children to behave well.

### **11. The role of all members of staff**

All staff will work to ensure positive, professional and mutually respectful relationships are developed between staff, children and parents/.carers.

We have high expectations of the children in terms of behaviour. It is the responsibility of all members of staff to ensure that the schools' expectations are met and that children behave in a responsible manner by the staff members thinking of the child and environment and making it easier for the child to settle.

All members of staff provide good role models for the children, modelling desired behaviour in the way in which they listen to the children, in the tone of their voice, and in their own behaviour.

Members of staff treat children fairly, with respect and understanding, and ensure the schools' expectations are met consistently. If behaviour is disrupting the learning of others or there is concern for the safety of the child or others and another member of staff is called upon to help with a situation then the staff member who helped to resolve the situation is to meet with the member of staff who asked for support for a debrief.

Adults will approach behaviour incidents with a 'curious not furious' attitude, aiming to consider why the behaviour incident occurred to help future planning to reduce escalation again.

As a way of building trust and positive relationships, adults will aim to approach incidents by first asking 'Are you OK? Can I help you?' and by using WING language (I'm wondering ... I imagine ... I notice ... I'm guessing) to discuss behaviour.

In the unlikely event that a child should pose a risk to themselves or others and their behaviour is escalating towards a level of crisis then a member of staff may need to use reasonable force to manage the crisis. This should be used as a last resort if de-escalation strategies have proved unsuccessful. More information about using reasonable force, de-escalation strategies and guidance can be found in the appendices.

## **12. The role of the class teacher**

It is the role of all staff to ensure that the schools' expectations are met by children. It is the responsibility of each class teacher to reinforce expectations, monitor behaviour, work with parents and carers and educate the children about their choices, behaviour and actions. The class teacher is responsible for the behaviour of their class within the classroom and when moving around the school.

Essential to good classroom management is the quality of the relationship between the class teacher and the children within the class. Good relationships developed between support staff, other agencies, visitors and the children will enhance this.

Teachers should ensure that they:

- Are organised.
- Ensure the learning environment is organised well and accessible by all.
- Be clear and concise.
- Be consistent.
- Ensure their teaching is inclusive and make it suitable for all learning styles.
- Mean what they say without making empty threats.
- Pre-empt behaviour e.g. through seating plans.
- Establish clear routines that children understand.
- Stay calm and positive.
- Display the St Martin's Values and Steps to Strive, Aspire and Succeed within their classrooms.

## **13. The role of leaders**

Leaders support staff by setting the standards of behaviour and by supporting staff in the implementation of the policy. The Senior Leadership Team keeps records of all reported serious or repeated incidents of misbehaviour.

The Heads of Schools have the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Heads of Schools may permanently exclude a child. Both these actions, when taken, are communicated to school governors.

## **14. The role of parents**

We work collaboratively with parents, so that children receive consistent messages about how to behave at home and at school. The key professional in this process of communication is the class teacher who has the initial responsibility for child welfare. We will support parents with a family support worker where needed.

We explain all the schools' expectations and expect parents to read these and support them.

We expect parents to support their child's learning, and to work in partnership with the schools, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and inform each other immediately if we have concerns about the child's welfare or behaviour.

If we have to use reasonable sanctions to reinforce expected behaviour, parents are expected to support our actions. If parents have any concern about the way their child has been treated, they should initially

contact the class teacher. If the concern remains, they should contact the Year Group Leader and, in the unlikely event that the concern continues, they should contact a member of the Senior Leadership Team (as per our complaints policy).

Where the behaviour of a child is causing concern, it is important that all those working with the child in the schools are aware of those concerns, and the steps that are being taken in response.

### **15. Fixed-term and permanent exclusions**

Only the Heads of Schools (or a member of the Senior Leadership Team) has the power to exclude a child from school. The Heads of Schools may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Heads of Schools may also exclude a child permanently.

If the Heads of Schools exclude a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, they make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The schools inform the parents how to make any such appeal.

The Heads of Schools inform the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body would form a discipline committee, which is made up of three members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meet to consider the exclusion, they consider the circumstances in which the child was excluded, consider any representation by the parents and the LEA, and consider whether the child should be reinstated.

Where parents dispute the decision of the governing body not to reinstate a permanently excluded child, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the equality act 2010) in relation to a fixed-period of permanent exclusion, parents can also make a claim to the First-tier Tribunal (Special Educational Needs and Disability) for disability discrimination, or the County Court for other forms of discrimination.

An independent review panel does not have the power to direct a governing board to reinstate an excluded child. However, where a panel decides that a governing board's decision is flawed when considered in the light of the principles applicable on an application for judicial review it can direct a governing board to reconsider its decision. If a panel directs a governing board to reconsider reinstatement it may order the local authority to make an adjustment to the school's budget or (in the case of an academy) the academy trust to make an equivalent payment to the local authority in whose area the school is located, unless within ten school days of receiving notice of the panel's decision, the governing board decides to reinstate the child. The sum of this adjustment/payment must be £4,000 and would be in addition to any funding that would normally follow an excluded child. The panel does not have the power to order a financial readjustment or payment in circumstances where it has only recommended that the governing board reconsiders reinstatement of the child. Whether or not a school recognises a child as having SEN, all parents have the right to request the presence of an SEN expert at a review meeting. The SEN expert's role is to advise the review panel, orally or in writing or both, impartially, of the relevance of SEN in the context and circumstances of the review. For example, they may advise whether the school acted reasonably in relation to its legal duties when excluding the child.

Excluded children should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and ability to understand.

See Appendix 5 for further exclusions guidance.

## **16. Anti-Bullying**

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, we can help to create safe, disciplined environments where children are able to learn and fulfil their potential.

We do not tolerate bullying. Every incidence in which bullying is reported will be recorded on CPOMS. A child or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with lies jointly with the class teacher and the Senior Leadership Team.

We minimise incidents of bullying through assemblies, Circle Time and Life Learning lessons where we teach children that everyone is responsible for the well-being of others in the school community. Unkind and thoughtless behaviour is not acceptable.

We accept that bullying can occur anywhere. A bully is a person or group who repeatedly intimidates or hurts another person, either mentally or physically, for their own excitement, status or other gratification. They do not recognise and respect the rights of others.

Bullying relies on silence. Children need to have the confidence to speak up against what hurts them and hurts others. We know that, even as adults, people keep quiet about bullying for fear that they might be the next victim.

Bullying can include:

- Verbal – persistent name calling or other harmful remarks, taunting, offensive remarks, threats.
- Manipulating friendship groups
- Physical assault e.g. kicking, hitting, taking and damaging belongings
- Psychological and relational abuse e.g. spreading nasty stories, gossiping, excluding from social groups
- Racial abuse – this can be identified by the motivation of the bully, the language used, and/or by the fact the victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices
- Homophobic, biphobic, transphobic, taunting or rumours
- Lying or stealing
- Cyber bullying e.g. inappropriate text messages, instant messages and emails, sharing/sending offensive and/or degrading photographs/video clips by phone or via the internet, inappropriate comments on social media and gaming sites
- SEND related bullying - intentional and repeated victimisation of a person due to their special need or disability

Our approach seeks to:

- Protect the victim – their feelings and well-being are paramount.
- Support children who are bullied and make appropriate provision for a child's needs (the nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the child well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS)).
- Make bullies aware of the distress their behaviour causes.
- Provide children with opportunities to work together to help stop bullying.

Sometimes the victim needs to:

- Be listened to.
- Have a friend.
- Be accepted for who they are.

Bullies need:

- A chance to review their behaviour and its effect on others.
- A chance to have their views heard.
- Support to change their behaviour.
- To receive disciplinary sanctions so that the consequences of bullying reflect the seriousness of the incident enabling others to see that bullying is unacceptable.
- We will apply disciplinary measures to children who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the children may have and taking into account the needs of vulnerable children. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Underlying our approach is the belief that all our children are capable of kind behaviour which can help the victim.

### **16.1 Procedures**

- The victim is listened to. Their feelings are noted, e.g. the effect of the bullying is especially important.
- We may have a meeting of children involved: the bullies, the onlookers, friends of the victim and, if they are happy to be present, the victim.
- The problem, e.g. the victim's distress is explained to the group.
- No-one is blamed; each person is made aware of the part they have played and work together to seek a solution to the problem.
- The group will be asked ways in which they might help.
- The group will be seen again at an agreed time to see how things are going.
- Parents/carers of both parties involved will be informed of the outcome.

When investigating possible reports of bullying the school will consider:

**Is it bullying? The descriptors below will help to determine if the incident being investigated is bullying.**

**NOT NICE – When someone says or does something unintentionally unkind or hurtful and they only do it once... that is not nice.**

**MEAN – When someone says or does something intentionally unkind or hurtful and they do it once...that is mean.**

**BULLYING – When someone says or does something intentionally unkind or hurtful and they keep doing it, over a period of time, even when you tell them to stop...that is bullying.**

If the bullying behaviour is not resolved through this process, the parents of the victim and the bullies will be asked to come to the schools to discuss the problem.

Bullying is an anti-social behaviour. We seek to respond in a way that improves behaviour and safe-guards the rights of all our children to feel safe and secure.

## **16.2 Bullying which occurs outside school premises**

In accordance with Sections 90 and 91 of the Education and Inspections Act 2006, a school's disciplinary powers can be used to address children's conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate children's behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and as appropriate acted upon. The Heads of Schools should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a child. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

### **Cyberbullying**

Within the schools, all children's ICT activities and access to the internet and websites are carefully monitored.

Where there is unwelcome use of computer technology outside the school we will aim to work with parents and children to overcome these problems. Some sites, including some social networking sites, have age restrictions to help prevent unwanted contacts.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Heads of Schools, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

It is recommended that parents/carers regularly talk with their children about who they are talking to online and about what topics. Keeping the computer in a family area will help.

Our E-safety policy outlines how we strive to keep our children safe and is a useful reference document for parents and carers. This is available on our website alongside other E-safety information.

## **17. Sexual Harassment**

Incidents deemed as inappropriate sexualised behaviour are recorded on CPOMS by staff. A member of SLT is informed of any incident and will act timely and appropriately to ensure the incident is dealt with. Initially, an exploration around the age appropriateness of the behaviour will be undertaken.

The Brook Sexual Behaviours Traffic Light Tool which details age appropriate behaviours will be used to support the decision making. This can be found in the school's Child Protection and Safeguarding Policy. The member of SLT will then make decisions about what the victim needs, what the perpetrator needs and the necessary next steps required.

It is important that we consider sexual harassment in broad terms. Sexual harassment creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. All incidents will be followed up and class teachers will be supported in managing conversations with children and parents/carers.



**Weekly Log to Show Frequency and Severity of Behaviour**

Child:	Class:
	Date: week beginning

Number specific behaviours the child has displayed under each heading (see over for categorisation).

Stage 1-4 Behaviours	Stage 5-6 Behaviours	Stage 7 Behaviours	Stage 8 Behaviours
----------------------	----------------------	--------------------	--------------------

When that behaviour occurs record that number onto the frequency chart below:

	Beginning of morning	Break	End of morning	Lunchtime	Main part of afternoon	Break	End of afternoon
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Example of severity of behaviour:

Stage 1-4 Behaviours	Stage 5-6 Behaviours	Stage 7 Behaviours	Stage 8 Behaviours
<p>Swearing</p> <p>Discriminatory language, including racist language</p> <p>Eating sweets/chewing gum in class/school</p> <p>Refusal to follow instructions</p> <p>Refusing to complete task(s)</p> <p>Destroying work</p> <p>Low-level disruption and/or interruption of learning</p> <p>Spitting in the environment / on the ground</p> <p>Purposely touching another child without their consent * See Brookes</p> <p>Traffic light system</p> <p>Pestering, peeking or intruding on someone in a toilet cubicle</p> <p>Shouting/screaming</p> <p>Poking tongue out</p> <p>Name calling/ inappropriate comments to peers</p> <p>Taking other people's things</p> <p>Not following our St Martin's promises</p> <p>Inappropriate gesticulation / mocking towards children</p> <p>Encouraging / goading of others to behave inappropriately</p>	<p>Physical aggression causing no/minor injury #</p> <p>Shouting at adults</p> <p>Inappropriate gesticulation / mocking towards adults</p> <p>Leaving class without permission</p> <p>Apparently attempting to leave the school grounds</p> <p>Threatening behaviour or bullying (whether in person or online)</p> <p>Theft</p> <p>Deliberately spitting at someone</p> <p>Deliberately homophobic, racist, misogynistic or sexist language / behaviour</p> <p>Abuse related to a disability</p> <p>Inappropriate use of touch/language * See</p> <p>Brook traffic light system</p>	<p>Physical aggression causing major injury ##</p> <p>Deliberate physical violence</p> <p>Deliberate damage to property</p> <p>Leaving school grounds</p> <p>Cyber bullying</p> <p>Deliberately putting oneself at risk of injury</p> <p>Proven act of racism Inappropriate and excessive use of touch</p> <p>Use of sexualized language or sharing sexualized images of a pupil / group: online or in person * See</p> <p>Brook traffic light system</p> <p>Sharing of inappropriate images, including online or via social media</p> <p>Use or supply of cigarettes or vapes in school</p>	<p>Any behaviours that break the common law</p> <p>Use/threat of use of an offensive weapon</p>

# physical aggression causing no / minor injuries examples: kicking, hitting, hair-pulling, spitting, poking, pushing, biting, scratching, bruising

## physical aggression causing major injuries examples: broken bones, concussion, burns, stitches required, tooth knocked out



18. APPENDIX 2

INDIVIDUAL BEHAVIOUR PLAN

Individual Behaviour Plan for \_\_\_\_\_



What people like and admire about me...

What's important to me...

Things I find difficult...

Help me to regulate my behaviour by...

Date:

Completed by:

## 19. APPENDIX 3

## CRISIS DEVELOPMENT MODEL

Crisis Development Model for: \_\_\_\_\_

Child Behavioural level	Staff approach
<p><b>Anxiety Stage:</b> Noticeable increase or changes in behaviour.</p> <p><b>Looks like:</b></p>	<p><b>Supportive:</b> Empathic, non-judgmental approach attempting to alleviate anxiety.</p> <p><b>Looks like:</b></p>
<p><b>Defensive stage:</b> Starting to lose control.</p> <p><b>Looks like:</b></p>	<p><b>Directive:</b> An approach where staff member stays calm, reduces language and sets limits.</p> <p><b>Looks like:</b></p>
<p><b>Risk behaviour:</b> Unwilling/unable to accept support, loss of control.</p> <p><b>Looks like:</b></p>	<p><b>Physical intervention:</b> No other alternative, last resort, least amount of time.</p> <p><b>Looks like:</b></p>

<p><b>Tension reduction:</b> Aggressive and verbal behaviours start to reduce.</p> <p><b>Looks like:</b></p>	<p><b>Therapeutic Rapport:</b> Re-establish a positive relationship, offer safe choices.</p> <p><b>Looks like:</b></p>
--	--

## 20. APPENDIX 4

### EXCLUSIONS GUIDANCE

#### Fixed-term exclusions will only be used when:

- there has been an act of serious violence against children or staff
- children or staff are endangered by inappropriate behaviour
- a child is very disruptive and fails to respond to all attempts to modify the situation
- a child is extremely abusive verbally either to children or staff and fails to respond to sanctions

#### Permanent exclusions will only be used when:

- all other techniques and sanctions (including fixed-term exclusions) have been exhausted and when the involvement of the Behaviour and Pupil Support Services has failed to modify behaviour and another serious incident takes place.
- the child shows no sign of wishing to co-operate or change and behaviour continues to be dangerous, disruptive, racist or abusive.
- A child is persistently racist in words or deeds towards children, staff or any other adult in the school and fails to modify this behaviour.

#### ANY EXCLUSION WILL BE REGARDED AS A LAST RESORT

In addition, the school in all circumstances will seek appropriate guidance in line with Department of Education advice. See

<https://www.gov.uk/government/publications/school-exclusion>.

## 21. APPENDIX 5

### RESTRAINT GUIDANCE

The information below should be read in conjunction with the latest guidance issued by the Department of Education. This can be located on their website [www.education.gov.uk/](http://www.education.gov.uk/)

#### 21.1 Powers of members of staff to use force

Reasonable force may be used to prevent a child doing, or continuing to:

- Commit any offence.
- Cause personal injury to, or damage to the property of, any person (including the child himself/herself).
- Prejudice the maintenance of good order and discipline at the schools or among any children receiving education at the schools, whether during a teaching session or otherwise.

This applies both on site and off school premises where the member of staff has lawful control or charge of the child. This does not authorise corporal punishment (Section 548, EA 1996).

#### 21.2 Policy and procedures

This guidance covers both the use of force to restrain a child (for example, to prevent them injuring somebody), and the use of force to compel a child to comply with a reasonable instruction (for example, to leave the classroom).

All staff, authorised and unauthorised, must clearly understand their powers and the options open to them. They must know what is acceptable and what is not.

This policy on the use of force covers:

- a. prevention and de-escalation;
- b. who is authorised to use force (see clauses 93(2) and 95 of the Act);
- c. assessment of the need for staff training;
- d. where force can be used (see clause 93(3)(a) and (b) of the Act);
- e. what types of incident might require the use of force;
- f. what constitutes reasonable force;
- g. special considerations for children with special educational needs and disabilities;
- h. reporting and recording incidents;
- i. post-incident support;
- j. dealing with complaints.

#### 21.3 Prevention and de-escalation

Where the behaviour of a young person appears to be escalating towards a crisis that may require physical intervention it is important that de-escalation strategies are considered. These might include:

- Structuring the environment

*Where we choose to speak to the child, whether we sit or stand, can communicate the nature of the discussion, eg. warm and friendly or cold and business like may help the child to modify their own behaviour.*

- **Planned ignoring**  
*By not giving the attention to minor, harmless attention seeking behaviour; these behaviours are likely to die out. It is equally important to praise appropriate behaviour.*
- **Prompting**  
*Gentle reminders to a child of what they need to stop doing or to prepare for, can help a child to adjust to a change. This can be verbal or sensory input. Be careful to avoid nagging the child.*
- **Active listening**  
*Sometimes listening to what the young person has to say, and exploring and acknowledging their feelings through the use of reflective responses can help a young person to feel that someone else acknowledges the reality of their feelings, they are not alone and that someone cares.*
- **Backing away**  
*This is not the same as backing down; you are not giving in but simply giving the young person time to calm down before you discuss the situation with them. Staying and continuing to challenge someone who is already aroused is likely to exacerbate the situation. Alternatively, allow the young person to back away through offering them a verbal or physical way out.*
- **Affection**  
*If a child's behaviour is motivated by fear, anxiety or uncertainty, a big injection of affection, verbal or physical, can help to head off a crisis. Children do not always appreciate the care that is provided for them on a daily basis and need additional affection to understand that the adults really care for them.*
- **Non-verbal interventions**  
*Nods or looks to signal a change of behaviour is needed. Proximity control is using an adult's physical presence to help the child modify their own behaviour.*
- **Redirecting**  
*Trying to focus the child away from what they are doing now, onto something else as a way of avoiding trouble.*

**These last two strategies can be used when none of the above are making a difference and the young person is still agitated**

- **Directive statement**

*A clear instruction to the child to stop a certain behaviour or start something else.*

- **Time out**

*Requiring children to move away to another or quieter area to calm down.*

#### **21.4 Who is authorised to use force?**

The legislation gives statutory power to use force to any person who, in relation to a child, is over 18 and a member of the staff of any school at which education is provided for the child. 'Member of staff' in relation to a school means any teacher who works at the school. It also means any other person who, with the authority of the Heads of Schools, has lawful control or charge of children for whom education is being provided at the schools. The other persons who have lawful control or charge of children include:

- any paid member of staff whose job involves supervising children. This could cover a wide range of support staff including teaching assistants, learning support assistants, emotional literacy support assistants, learning mentors and lunchtime supervisors; and

- people whom the Heads of Schools have temporarily authorised to have control or charge of children.

This could include paid members of staff whose job does not normally involve supervising children (such as catering or premises-related staff) and unpaid volunteers (such as parents accompanying children on school-organised visits).

### **21.5 The Heads of Schools should:**

- explicitly inform the people concerned of their responsibilities and ensure that they understand what authorisation entails, and
- keep an up-to-date record of these people and ensure that permanently authorised staff (ie. staff whose job involves supervising children) know who these people are.

In this guidance the terms 'authorised staff' and 'authorised member of staff' include all staff on the school payroll. Paid staff and volunteers who are not authorised to have control or charge of children (either by the nature of their job or temporary authorisation) do not have statutory power to use force. However, section 93 of the Education and Inspections Act 2006 does not remove the common law right of any citizen, in an emergency, to use reasonable force in self-defence, to prevent another person from being injured or his property from being damaged. Any member of staff or volunteer has this right.

### **21.6 Searching children**

The Violent Crime Reduction Act 2006 authorises the Heads of Schools and staff authorised by them to search a child for a weapon without the child's consent, if they have reasonable suspicion that there is a weapon with the child or in his/her possession. Persons authorised by the Heads of Schools to search for weapons may use such force as is reasonable in the circumstances for exercising that power.

### **21.7 Where force can be used**

Authorised staff may only exercise the statutory power to use force where:

- they and the child are on the premises of a school at which education is provided for the child. The child need not necessarily be a registered child at that school. The power also applies to children from other schools who are on the premises; or
- they are off school premises but are in lawful control or charge of the child (for example on a school visit).

Other than in these circumstances, staff only have common law rights to use force to defend themselves, persons or property. Employers providing work experience placements for school children only have common law rights to use force.

### **21.8 What types of incident might require the use of force?**

There is no legal definition of when it is reasonable to use force. That will always depend on all the circumstances of the case. Any degree of force is unlawful if the circumstances do not warrant the use of force.

### **21.9 Decisions on whether to use force must depend on judgements about:**

- the seriousness of the incident, as judged by the effect of the injury, damage or disorder which is likely to result if force is not used;
- the chances of achieving the desired result by other means; and

- the relative risks associated with physical intervention compared with using other strategies.

Wherever possible, these judgements should take account of the particular characteristics of the child, including his or her age and any special educational needs or disability he or she may have. Sometimes an authorised member of staff should not intervene in an incident without help (unless it is an emergency). For example, help is likely to be needed in dealing with an older child, a large child, more than one child or if the authorised member of staff believes he or she may be at risk of injury. In these circumstances he or she should take steps to remove other children who might be at risk and summon assistance from other authorised staff.

**21.10 Section 93 of the Education and Inspections Act 2006 authorises the use of reasonable force to prevent a child:**

1. Committing a criminal offence, or what would have been a criminal offence if the child had been above the age of criminal responsibility (10 years or older)
2. Causing injury or damage to property
3. Prejudicing the maintenance of good order and discipline at the schools

**21.11 Examples of situations that fall within one of the first two categories are:**

- a child attacks a member of staff or another child;
- children are fighting;
- a child is committing, or on the verge of committing, deliberate and serious damage to property;
- a child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous

materials or objects;

- a child is running in a corridor or on a stairway in a way in which he or she might have, or cause, an accident

likely to injure him or herself or others; and

- a child absconds from a class or tries to leave the schools other than at an authorised time. The judgement on

whether to use force in this situation would depend on an assessment of the degree of risk to the child if he or she is not kept in the classroom or school (age and understanding would be critical factors).

**21.12 Examples of situations that fall into the third category are where a child:**

- refuses to obey an order to leave a classroom;
- is behaving in a way that is seriously disrupting a lesson;
- blocks a door to prevent others from leaving;
- is using a mobile phone to disrupt a lesson (an authorised member of staff could forcibly confiscate the phone by removing it from a hand or desk but could not lawfully search the child for the phone); and
- resists attempts to search him or her for a weapon.

In all these cases use of force would only be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means.

### **21.13 What constitutes reasonable force?**

There can be no legal definition of what degree of force is reasonable. That will always depend on the precise circumstances of individual cases, but the degree of force used should always be:

- in proportion to the consequences it is intended to prevent; and
- the minimum needed to achieve the desired result.

The types of force used could include:

- standing between children or blocking a child's path;
- leading a child by the hand or arm;
- shepherding a child away by placing a hand in the centre of their back;
- pushing/pulling; and
- in more extreme circumstances, using restrictive holds (which may require specific expertise or training).

Such holds include:

- a staff member holding a child's arms at his/her sides;
- two staff members, one either side of a standing child, holding his/her crossed arms;
- two staff members holding a child's crossed arms in a seated position. (Crossing a child's arms can affect breathing. Such holds should only be used for the shortest possible time.)

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of using the minimum force required to achieve the desired result). Such situations could include preventing a child running off the pavement onto a busy road, or hitting someone with a dangerous object such as a glass bottle or hammer. Except in the most extreme circumstances, staff should always avoid actions that might reasonably be expected to cause injury, for example:

- holding a child round the neck, or by the collar, or in any other way that might restrict ability to breathe;
- slapping, punching, kicking or tripping up a child;
- twisting or forcing limbs against a joint;
- holding or pulling a child by the hair or ear;
- applying pressure to the neck, chest, abdomen or groin areas;
- forcing a child onto the floor or holding them face down on the floor; and
- using clothing or belts to restrict movement.

Staff should always avoid touching/restraining a child in a way that could be interpreted as sexually inappropriate conduct.

Under no circumstances should force be threatened or used as a punishment.

### **21.14 Special considerations for children with special educational needs, disabilities or specific medical conditions**

The DfE provides additional guidance on physical intervention with children who display extreme behaviour associated with learning disability and/or autistic spectrum disorders and children with severe behavioural difficulties. This is relevant to special and mainstream schools with such children. It is available at on the DfE website.

Our policy and practice on use of force takes proper account of the particular special educational needs and disabilities of the child. Under the Disability Discrimination Act 1995 the responsible body for a school has a duty to take reasonable steps to ensure that disabled children are not placed at a substantial disadvantage in comparison with children who are not disabled in their access to education and associated services (sometimes referred to as the duty to make reasonable adjustments); this duty should not mean overcompensation. The general principles underlying the schools' policy should apply to all children.

When reaching a decision about using force in a particular situation, staff will need to take into account relevant factors related to any special educational needs or disabilities of the particular child.

The examples below are of situations in which staff would have to question the use of force and determine its suitability and degree.

- A class group waiting for a lesson is physically rowdy. This makes a child with an autistic spectrum disorder very anxious. He does not understand the motives or feelings of others and so he starts to hit out at other children.
- A child takes medication for Attention Deficit and Hyperactivity Disorder. Late one day the effect of the medication is wearing off. A teacher sees him very agitated and jumping up near a third floor window. The child has a history of physical abuse in early childhood and reacts badly to any physical contact.
- A child with severe learning disabilities understands only single, concrete instructions. A lunchtime supervisor sees her in the dinner queue lashing out at other children who have been taunting her about her family.

Even for such examples there are no automatic right answers. The judgement on whether to use force and what force to use should always depend on the precise circumstances of each case and, crucially in the case of such children, information about the individual concerned.

After an incident it may be sensible to involve parents in agreeing to an individual pastoral support or a behaviour or special educational needs plan that includes strategies to deal with a recurrence of behaviour that could lead to the use of force.

### **21.15 Reporting and recording incidents**

We keep systematic records of incidents where staff have used force. This does not mean we keep a written record of trivial incidents involving physical contact between staff and children. However, where appropriate, incidents requiring use of reasonable force are recorded on CPOMS. We find the following questions helpful in deciding whether a written record is needed:

- Did the incident cause injury or distress to a child or member of staff?
- Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds would, for example, fall into this category.
- Can it justify the use of force? This is particularly relevant where the judgement was very finely balanced.
- Does it help to identify and analyse patterns of child behaviour?

If the answer to any of these questions is 'yes', then a record on CPOMS should be made.

Such records should provide evidence of defensible decision making in case there is a subsequent complaint or investigation. A record should cover:

- personal data about the child on whom force was used (name, class group etc);

- context data (day, date, time, location);
- staff involved (directly and as witnesses) and other children involved;
- nature of the incident;
- events leading to the use of force;
- any de-escalation or other strategies used to minimise need for the use of force;
- reason for using force and description of force used (type, duration);
- subsequent actions, including those related to the welfare of the child and staff involved;
- information given to other staff, parents and external agencies.

All injuries should be reported and recorded in accordance with the schools' procedures. The schools should take action to report relevant injuries to staff or children to the Health and Safety Executive's Incident Contact Centre: <http://www.hse.gov.uk/riddor/>.

### **21.16 Post-incident support**

Serious incidents that require use of force can be upsetting to all concerned and result in injuries to the child or staff. After an incident ends, it is important to ensure that staff and children are given first-aid treatment for any injuries and emotional support. Immediate action should be taken to access medical help for any injuries that go beyond basic first-aid.

Where force has been used we always contact the parents/carers to discuss the incident.

In the days after an incident we:

- Ensure that the incident has been recorded.
- Decide whether multi-agency partners need to be engaged and, if so, which partners. This could include local authority Children's Services or the Youth Offending Team (if the child is already under their supervision or has been identified by the YOT as being at risk of becoming engaged in criminal or anti-social behaviour).
- Hold the child to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationships with staff and children affected by the incident. In some cases, an incident might lead to the decision to exclude a child. In these circumstances the Heads of Schools must have regard to the DfE guidance on exclusions, which is available on their website.
- Help the child develop strategies to avoid such crisis points in future and inform relevant staff about these strategies and their roles.
- Ensure that staff affected by an incident have continuing support for as long as necessary in respect of:
  - physical consequences;
  - support to deal with any emotional stress or loss of confidence;
  - analysis and reflection on the incident.