



# Lawrence View Primary and Nursery School

## Equality Policy

**The Equality Act 2010 states:**

"Public sector equality duties are legal requirements on public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and promote good relations between people with different protected characteristics when they are exercising their public functions. They are a vital part of the drive to eliminate discrimination"

(Page 21, paragraph 5.1)

The Equality Policy has been extended to include all 'protected strands' - race, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This policy will support the school to:

- eliminate conduct that is prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

(Page 21, paragraph 5.5)

The School's Race Equality Policy is designed to support the way in which all members of the school can live and work together in a supportive way. As such, all children, parents and staff have the right to feel included, secure, valued and prepared for life in modern Britain.

### **Equality Objectives**

At Lawrence View Primary School and Nursery School we offer a secure, accepting, collaborative and happy community in which everyone is valued. We value and offer partnership between pupils, parents, staff, governors and the community.

Our children are supported to reach their highest achievement in all aspects of a broad and creative curriculum experience, which is based on the child's needs, ensuring that every child has full access to each aspect.

Each child, together with their parents, is made aware of their personal targets and progress made in them. All forms of support are co-ordinated to help meet the specific needs of individual children. We ensure that all areas of the curriculum and extra-curricular activities are made accessible to all children.

Decisions about policies and everyday provision are based on the continued process of self- review involving staff, governors, children and parent/carers.

Through our work in school we have strong links with the community. We offer support for community groups, projects and are committed to the promotion of lifelong learning within the larger community.

We promote the principles of fairness and justice for all through the education that we provide in our school. This Policy applies to all pupils, staff, parent helpers, visitors or contractors to Lawrence View Primary and Nursery School. This Policy covers all aspects of school life including pupil admissions, teaching and learning, behaviour management, staff recruitment and career development, parental involvement and the role of the Governing Body. All members of the school community must be free from any form of harassment.

Each pupil should be held in equal esteem, but individual abilities and experiences should be taken into account. The aim should be to provide all pupils with a well-balanced education. Pupils with special educational needs are entitled to the whole curriculum, though there may need to be greater emphasis on English, Maths or social skills for some pupils.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever it occurs. Care is taken to ensure that no racially or culturally discriminatory material is in Lawrence View Primary School.

We are aware that low self-image and ignorance cause prejudice and stereotyping. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all. This is a major aspect of the Personal, Social and Health Education schemes of work.

### **Roles and Responsibilities**

The role of every member of staff. Each member of staff takes responsibility to:

- treat all members of the school community with respect
- constantly recognise and reward the achievements of each and every child within the school
- ensure all incidents of discriminatory nature involving members of the school community are immediately challenged when witnessed or alleged
- carefully follow the discrimination procedures
- ensure all incidents are immediately brought to the attention of the Head Teacher (where she is unavailable the Deputy Head Teacher)

Record in writing any discriminatory incidents within the appropriate behaviour folder on the appropriate Incident Reporting Form. If the incident involves a member of staff a written statement should be given to the Head Teacher. An interview by the Head Teacher with the victim and then the perpetrator will follow.

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

The Class Teacher ensures they are aware of the background of all children they teach and that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

Teachers strive to provide material that gives positive images of all groups and that challenges stereotypical images of minority groups.

All teachers challenge any incidents of prejudice or discrimination. They carefully follow the discrimination procedures. Any serious incident is immediately brought to the attention of the Head Teacher. Teachers support the work of all members of staff and classroom helpers and encourage them to intervene in a positive way against any occurrence of discrimination.

### **The role of the Head Teacher**

The Head Teacher implements the School's Equality Policy and she is supported by the Governing Body in doing this. She ensures that all staff are aware of the School Policy on Equality, and are suitably trained to implement these guidelines fairly and consistently in all situations.

The Head Teacher ensures that all appointment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities and that all staff work in an environment that is free from harassment.

The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

All incidents of unfair treatment and discriminatory incidents are treated with due seriousness.

### **The role of parents**

- Parents are expected to support the Lawrence View Primary and Nursery School Equality Policy.
- Where a child has intentionally been unfair, unjust or discriminatory it is the expectation that parents will support the sanction applied, thus ensuring their child receives a clear and strong message that that type of behaviour will not be tolerated at school or at home.
- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- If parents have any concerns about the way that their child has been treated, they should contact the class teacher initially. If the concern remains, then parents should contact the Head Teacher either personally or in writing. In the unlikely event that a resolution has not been found, the parent should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of the children**

- All children are expected to treat other people with respect within the school and when travelling to and from school.
- On witnessing an incident of discrimination, whether it is a friend who is the perpetrator or not, a child must act - e.g., ask their friend to stop, tell their parents, a teacher and the Head Teacher.
- A child who is a victim of discrimination must tell someone. They could tell a parent or any member of staff they feel comfortable talking to - time will ALWAYS be found.

### **The role of the governors**

- The Governing Body has set out its commitment to equality in this policy, and it will continue to do all it can to ensure that all members of the school community are treated fairly.
- The Governing Body seeks to ensure that all people are treated fairly in our school.
- The Governing Body ensures that no child or adult is discriminated against whilst in our school.

### **Monitoring and Review**

It is the responsibility of our Governing Body to monitor the effectiveness of the Equality Policy. The Governing Body does this by:

- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against
- requiring the Head Teacher to report to Governors and parents on an annual basis on the effectiveness of this policy. Any incidents will be referred to in the termly Head Teacher's report to governors
- considering and acting on any complaints regarding Equality issues from parents, staff or pupils
- ensure there is no indirect or direct discrimination by monitoring all school policy and procedure and acting on any improvements required

### **Check list for school staff and governors**

#### **Service Provision**

- Is information collected on all groups with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by all groups? Are there trends or patterns in the data that may require additional action?
- Are all pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Are all pupils given the same opportunities to participate in physical activity, both in and outside of school hours?
- Is bullying and harassment of pupils monitored and is this information used to make a difference?
- Are stereotypes in terms of; race, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment actively challenged in both the classroom environment and in the playground?
- Are pupils encouraged to consider career paths/occupations that are traditionally stereotyped?
- Is the school environment as accessible and welcoming as possible to visitors of both sexes e.g. accessible to pushchairs/ wheelchairs etc? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Are all parents encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies?
- Is the governing body representative of the pupils, staff and local community that it serves?

# Lawrence View Primary and Nursery School Equality Policy - Gender

The Gender Equality Duty (GED)

## What is it?

The Government introduced the Equality Act 2006 with the purpose of ensuring that people are treated fairly and equally (i.e. are not subject to discrimination). Within this Act a Gender Equality Duty was established for the public sector. The new legal duty places a requirement on public bodies to be proactive and to promote gender equality within their service delivery and employment. It is recognised that public authorities can make an enormous contribution towards removing the barriers to equal opportunities that exist in society.

The legislation outlines both a General Duty and Specific Duties.

## The General Duty

The General Duty requires that every public authority in carrying out its functions should:

- eliminate unlawful discrimination and harassment, taking active steps to comply with both the Sex Discrimination Act and the Equal Pay Act
- take active steps to promote equality of opportunity between men and women when carrying out their functions and activities

## The Specific Duties

In addition, public bodies are required to comply with the Specific Duties which are:

- to produce and publish a Gender Equality Scheme (GES) identifying Gender Equality goals and actions to meet those goals
- to consult with employees and stakeholders in the development of the GES
- to monitor and review progress. The scheme will need to be reviewed every three years
- to publish an annual report on progress with the Action Plan
- to develop and publish an equal pay policy including measures to address promotion, personal development and occupational segregation
- to conduct and publish gender impact assessments of all legislation and major policy developments and publish their criteria for conducting such assessments

The act also makes provisions on prohibiting discrimination on the grounds of sexual orientation in employment and the provision of goods, services, facilities, education, use and disposal of premises and the exercise of public functions.

### **Involvement and consultation**

It is a requirement that pupils, staff, trade unions and those using school services should be involved in the production of the Gender Equality Scheme.

Lawrence View Primary School has consulted with pupils, staff, trade unions and service users in the development of our Gender Equality Scheme by:

Examples of consultation...

Consultation with pupils/staff/trade unions/parents to determine their priorities for the school with regards to gender equality over the next three years via:

- focus groups
- questionnaires
- feedback slips
- drop-in sessions

Here is a list of sample questions, as a school we could ask, to obtain the views of pupils, staff, governors and parents...

- Do you feel that male and female pupils have equal access to sport?
- Do you feel that male and female pupils have equal opportunities to participate in school life?
- Do you feel that the staffing body is representative of the school population and the community it serves?
- Are there enough opportunities for Mums and Dads to get involved in their child's education? What would make it better?

- Do you feel that the school is challenging gender stereotypes e.g. in the curriculum, with career advice, and in school life in general ?

# Lawrence View Primary and Nursery

## School Race Equality Policy

Lawrence View Primary School aims to promote equality for all pupils, staff, parents and governors in all areas of school life, regardless of race, colour or culture.

Discriminatory attitudes or actions are not tolerated. This is in line with the 1976 Race Relations Act and The Race Relation (amendment) Act 2000 (Commission for Racial Equality). It covers both direct and indirect discrimination.

We celebrate cultural diversity and show respect for all minority groups. Materials that celebrate and show different cultures and national origins are used in all subjects, wherever possible.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any form of behaviour that discriminates on the basis of race, colour and culture. There are clearly documented procedures that all staff must follow should a racist incident occur. There are firm sanctions for the perpetrators of such incident. Support, respect, sympathy and understanding are shown to the victim. Following investigation and in appropriate circumstances, parents are informed by the Head Teacher if their child is either a perpetrator or victim.

We endeavour to make our school welcoming to all minority groups.

Race, colour and culture will not be criteria for the admission of any pupil at any time.

If at first we do not understand how certain customs and practices can be catered for we will rapidly endeavour to do so. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups preparing for life in modern Britain. So, for example, the history curriculum gives due emphasis to ancient cultures around the world and in the religious education curriculum all pupils will learn about the customs and beliefs of all major world religions. Multicultural days occur within our curriculum. We aim to prepare pupils to take their place in a multi-cultural and multi-racial society preparing all for life in modern Britain.



# Lawrence View Primary and Nursery School

## Disability Equality Scheme

### Statement

All members of the school community are treated with respect and sensitivity regardless of their background, ability, gender, religion, ethnicity or disability. The school actively ensures that those with disability have access to all areas of the school and we promote involvement in every aspect of school life. The safety, accessibility and opportunities provided by the school for those with disability are paramount to our learning environment.

### Our aim is to

- respond positively to the needs of members of our school community who have a disability
- promote the involvement of those with disabilities in all aspects of school life and provide equal opportunities that encourage achievement
- to provide an accessible environment that meets the needs of all members of our school community
- be sensitive to the emotional and physical needs of all stake holders
- to regularly review and evaluate our scheme by involving all stake holders to inform any further amendments

### Development of the scheme

The scheme has been developed through consultation with disabled people in the school community. A questionnaire has been completed by the main three groups of stakeholders; children, parents and staff. This has provided a vehicle to gather information on opinion, suggestions and actions. Subsequent information gathering will continue to inform further schemes and help evaluate our ongoing practice.

# Lawrence View Primary and Nursery School

## Lawrence View Primary School Positive Handling Policy

'The use of Positive Handling to manage physically challenging behaviour'

### Introduction

This policy has been developed in response to Circular 10/98 "The Use of Force to Control or Restrain Pupils", issued following the enactment of Section 550A of the 1996 Education Act. It also takes cognisance of recent DCSF and DOH letters of guidance and follows the guidance for 'The Use of Reasonable Force to Control or restrain Pupils' issued by Worcestershire Children's Services (Achievement and Access) Service and most recently the changes with the Equality Act 2010.

This policy should be read in conjunction with other school policies relating to interaction between adults and pupils.

It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in Lawrence View Primary school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Lawrence View Primary School acknowledges that physical techniques are only part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and are provided with appropriate training to deal with these difficult situations.

### Implications of the policy

The 1996 Education Act (Section 550 A) stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within the school (this includes authorised out-of-school activities).

- self-injuring
- causing injury to others
- committing an offence

Individual members of staff cannot be required to use physical restraint. However, teaching and non-teaching staff work in 'loco parentis' and should always operate with an appropriate 'Duty of Care', they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

### **Definitions of Positive Handling**

- No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Lawrence View Primary school:
- positive handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. (para. 3.4 page 10 DCSF Guidance ref: LEA/0242/2002 - contact DCSF SEN Schools Team)

#### **1. Physical Contact**

Situations in which proper physical contact occurs between staff and pupils, eg: in the care of pupils with learning disabilities; in games/PE, pupils with physical disabilities and to comfort pupils.

#### **2. Physical Intervention**

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

#### **3. Positive Physical Intervention**

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All such incidents must be recorded and stored in an accessible way.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a method of physical control.

### **Underpinning values**

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

- recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment
- be protected from harm, violence, assault and acts of verbal abuse

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

- individual consideration of pupil needs by the staff who have responsibility for their care and protection
- expect staff to undertake their duties and responsibilities in accordance with the school's policies
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school
- Be informed about the school's complaints procedure.
- The school will ensure that pupils are given support to understand the need for and respond to clearly defined limits, which govern behaviour in the school.

### **Authorised staff**

In this school it is the Head Teachers responsibility to authorise named staff to use reasonable positive physical interventions with pupils within the context of Circular 10/98.

The school must provide training for all staff authorised by the head teacher and retains a list of all those staff trained and authorised. The list is reviewed on an annual basis (or more frequently if the context requires it).

- Authorisation is not given to volunteers, students or parents.
- The Head Teacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Head Teacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Head Teacher has not authorised will be told what steps to take in the case of an incident where positive physical intervention with a pupil is required.

### **Staff from the LA working within the school**

Support Services will have their own policies for care and control of pupils. When working within school it is the Head Teachers responsibility to ensure that colleagues from Support Services are aware of school policy and practice.

### Training

It will be the responsibility of the Head teacher to arrange suitable training. Training for all staff will be made available. No member of staff will be expected to undertake the use of positive physical intervention without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Lawrence View Primary school acknowledges that physical techniques are only a part of a whole setting approach to behaviour management. The governors of the school are committed to working within the LA's framework for accessing training in that:

1. It will review its Positive behaviour policy on at least a two-year cycle.
2. Negotiation will take place between the Vulnerable Children's Services (including Behaviour Support Services) and the Head teacher and agreement will be reached in relation to the standard of behaviour management within the school before a formal application for training is made.
3. Training will be delivered on a needs based approach and procedures are in place to monitor incidents, following a behavioural audit and implementation of appropriate risk management procedures.
4. All training will include theory on at least the following:
  - de-escalation
  - causes of challenging behaviour
  - prevention strategies
  - positive behaviour management
  - risk assessment
  - behaviour support planning
  - de-brief following incidents

Physical techniques are not treated in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour.

In addition, procedures are also in place to ensure that appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

All the techniques used take account of a young person's:

- age

- gender
- level of physical, emotional and intellectual development
- special needs
- social context

Also, they provide a gradual, graded system of responses.

Where appropriate, Positive Handling Plans are written for individual children and where applicable these should be in addition to any Pastoral Support Plans and Provision Maps.

Risk Assessments need to be completed against each child when positive handling strategies may need to be used, in the context of the identified target behaviour(s) and environments in which they occur. The assessment should identify the benefits and the risks associated with the strategies being proposed.

### **Strategies for dealing with challenging behaviour**

- As endorsed in the school's Behaviour Policy, staffs consistently use positive strategies to encourage acceptable behaviour and good order.
- Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident and in association with Circular 10/98.
- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern)

### **Further verbal reprimand stating:**

- that this is the second request for compliance
- an explanation of why observed behaviour is unacceptable
- an explanation of what will happen if the unacceptable behaviour continues
- Warning of intention to intervene physically and that this will cease when the pupil complies, if possible summon assistance from Head Teacher
- Physical intervention: reasonable force being used to prevent a child harming him or herself, others or property

### **Types of Incident**

The incidents described in Circular 10/98 fall into three broad categories:

- where action is necessary, in self-defence or because there is an imminent risk of injury
- where there is a developing risk of injury, or significant damage to property
- where a pupil is behaving in a way that is compromising good order or discipline

Examples of situations that fall within one of these categories:

- a pupil attacks a member of staff, or another pupil
- pupils are fighting
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects

### **Acceptable measures of physical intervention**

The school will put in place systems for managing and reviewing the following:

- Strategies for preventing the occurrence of behaviours that precipitate the use of a physical intervention
- Strategies for 'de-escalation' or 'de-fusion' that can avert the need for a physical intervention
- Procedures for post incident support and de-briefing for staff, children, service users and their families

The concept of reasonable force where 'reasonableness' is determined with reference to all the circumstances, including:

1. The seriousness of the incident
2. The relative risks arising from using a physical intervention compared with using other strategies
3. The age, cultural background, gender, stature and medical history of the child or service user concerned
4. The application of gradually increasing or decreasing levels of force in response to the person's behaviour
5. The approach to risk assessment and risk management employed
6. The distinction between:
  - seclusion where an adult or child is forced to spend time alone against their will in a locked room or room which they cannot leave (nb: this is not a permissible form of control)
  - time out which involves restricting the pupil's access to all positive reinforcements as part of the behavioural programme
  - withdrawal which involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities
7. The distinction between planned physical interventions (where incidents are foreseeable in that they have occurred previously and a response planned

- following a risk assessment) and the use of physical interventions in emergency situations (which cannot reasonably be anticipated)
8. First aid procedures to be employed and those responsible for implementation in the event of an injury or physical distress arising as a result of a physical intervention
  9. Unacceptable practices that might expose pupils or staff to foreseeable risk of injury or psychological distress (Paragraph 10.8 page 19 DCSF Guidance. Ref: LA/0242/2002)

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

Positive Handling at Lawrence View Primary school is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the behaviour management strategies used.

**Recording**

Where positive handling strategies and/or physical control has been used a record of the incident must be kept. This record must be made on CPOMS.

A Health and Safety Accident/Incident Form (RIDDOR) will be completed and returned to the Local Authority in situations where injury has occurred to either members of staff or pupils. Where staff have been involved in an incident involving Positive Physical Intervention with pupils they should have access to counselling and support.

**Monitoring incidents**

Whenever a member of staff has occasion to use positive physical interventions, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head teacher to the needs of any pupil(s) whose behaviour may require the use of a Positive Handling Plan and further positive handling strategies.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

To support the Head Teacher and the school and ensure objectivity the LA Lead officer for Positive Handling (via Vulnerable Children's Services) to the school will be involved with the monitoring process.



### **Action after an incident**

The Head Teacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- review of behaviour programme
- child protection procedure (this may involve investigations by Police and/or Social Services)
- staff or pupil disciplinary procedure
- school behaviour policy
- exclusions procedure in the case of violence or assault against a member of staff
- The member of staff will be kept informed of any action taken.

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

### **Complaints**

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

### **Policy on Care and Control of Pupils**

Model statement for parents on the use of reasonable force for inclusion in school prospectus.

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others or, if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances, staff will follow the school's policy for dealing with such situations. Any parent wishing to view this policy may do so on request.