



# Summerville Primary School Behaviour and Restrictive Intervention Policy

Date	April 2019
Review Date	April 2020
Designated Governor	Gail McNally
Signature	
Chair of Governors	Gail McNally
Signature	
Head Teacher	Joanne Jordan
Signature	

## Rationale

At Summerville Primary School we aim to set clear principles which set boundaries of acceptable behaviour that can be firmly and consistently applied throughout the whole school. This behaviour policy is intended to support this.

***Good behaviour is essential if we as a school are to provide an environment in which children can flourish and achieve their potential whilst they are with us.***

## Entitlement

*Everybody in our school is entitled to three basic rights:*

1. To feel and be safe;
2. To be able to teach and learn;
3. To be treated fairly with respect in a positive environment.

Children, as well as adults, have basic rights which adults in school should be aware of and respect. The list below is taken from the United Nation's Code of Children's Rights:

- I have the right to state my own needs and set my own priorities;
- I have the right to be treated with respect as an intelligent, capable and equal human being;
- I have the right to express my opinion and values;
- I have the right to say no or yes for myself;
- I have the right to make mistakes;
- I have the right to change my mind;
- I have the right to say "I don't understand" and to ask for more information;
- I have the right to ask for what I need;
- I have the right to decline responsibility for other people's problems;
- I have the right to deal with others without being dependent on them for approval;

***A place where we nurture, inspire and achieve success for all***

While considering these fundamental rights, it is important that children are helped to understand that they also have responsibilities towards others.

## **Aims**

At Summerville we aim to create and maintain a happy and safe learning environment, which will stimulate and develop the academic, social, emotional and spiritual well-being of each child to the full. Furthermore, we aim to help the children to:

- Cultivate the right attitudes for learning;
- Promote respect and care for themselves and others;
- Encourage independence and self-control;
- Develop a loving, caring atmosphere in school where they are valued as individuals;
- Develop the individual child's self-esteem.

## **How this is facilitated in school**

Below is how we aim to meet these aims across school:

### **Whole School:**

- All staff understand and demonstrate the school's core beliefs about behaviour;
- Positive out-of-class behaviour is promoted by agreed routines and clear systems;
- A restorative approach to dealing with incidents of anti-social behaviour or conflict situations;
- School assemblies are used to develop children's social, emotional and behavioural skills;
- Positive behaviours in corridors, playgrounds, and dining halls is recognised and celebrated;
- Parents/carers are aware of, and contribute to, the school's positive behaviour ethos;
- There are clear, consistently used systems for dealing with negative behaviours;
- There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour.

### **Classroom:**

- Adults model controlled, respectful verbal and non-verbal behaviours;
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development;
- Lessons are structured to be interesting and appropriately challenging;
- Appropriate behaviours are taught and reinforced on a regular basis;
- Children are taught the languages of sharing and co-operation, choice and consequences;
- Children are encouraged to identify their own strengths and to recognise and value the diversity within their classroom;
- There are clear routines (e.g. for entry and exit, moving around the classroom, sharing equipment to reduce uncertainty and promote an appropriate climate for learning);
- Classroom rules or charters are displayed in a way which can be understood by all children (e.g. cartoons, photographs, diagrams);
- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers;
- There are clear systems, understood by all, for dealing with negative behaviour.

### **Individual Child:**

- All children's strengths are recognised and celebrated by staff;
- Systems are in place for noticing and drawing attention to good or improved behaviour;
- There are systems which allow all children to be 'special' at times;
- Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems in place which give additional support and attention.

### **Code of Conduct**

At Summerville we expect our children and adults:

- To be polite and respectful to everyone in and out of school;
- To develop self-discipline in our pupils so they can act responsibly at all times;
- To be willing and helpful and encouraged them to share;
- To know and understand bullying will not be tolerated;
- To take pride in our school and hope to in-still in our pupils a respect for both their own and other peoples' property.

In order to foster a culture of positive behaviour Summerville sets the following expectations and these form the basic principles of the school ethos. From these a class charter is written with each year group. Children are encouraged to use their pupil voice and write their own class rules with the class teacher. These are on display in each class and around school for everyone to see.

### **School expectations**

- We co-operate with others;
- We try our best;
- We are in the right place at the right time;
- We handle our emotions positively;
- We use friendly language;
- We respect our school and the people in it;
- We behave in a safe way.

These expectations will be reinforced consistently through all areas of school life and in particular through Circle Time, Philosophy for Children and assemblies.

### **Special Educational Need and Disabilities**

We have comprehensive systems for identifying children who have social, emotional and mental health needs. The SEN Staged Procedures are used to support the monitoring, evaluating and reviewing of children's progress. If appropriate a Pastoral Support Plan/Individual Behaviour Plan will be put in place which will be reviewed with parents/carers at least every four weeks. The school learning mentor, Inclusion Manager and SENCo are able to advise staff on a range of strategies for working with children experiencing such difficulties.

Children who are identified are offered a range interventions tailored to meet their individual needs. Support can be through additional emotional health and well-being interventions such as learning mentor support or a referral to Place2Be.

If after a range of interventions, the child's behaviour is still not responding/improving, support from a range of outside agencies may be appropriate. We work closely with outside agencies to support children with additional social, emotional and mental health needs these include:

- Educational Psychology
- Salford Learning Support Service
- CAMHs
- Speech and Language service
- LAC virtual school team
- EQE therapeutic services
- Alder Brook PRU
- Youth Offending Service
- Integrated Youth Service

## **Rewards**

At Summerville we believe that a productive system of rewards and incentives should encourage children to work hard and behave well. It covers not only academic achievement and success but also celebrates acts of kindness and consideration. Praise is the most meaningful positive recognition that a teacher can give to a pupil.

- 1. Encouragers** - These are the small daily rewards that we should use to notice and reinforce our values. Such tokens are normally stickers, 'warm fuzzies', badges, certificates and raffle tickets (a weekly raffle is usually drawn in class at the end of every week)
- 2. Specials** - Each class may have their own encourages, these can range from house points to 'star of the day'. It is up to class teachers and other adults to use their professional judgments to implement 'specials' that their children will respond to.
- 3. Additional Reward** - This includes our Friday celebration assembly where children in each class are publicly acknowledged and rewarded for demonstrating our behaviour values. Parents are invited to attend this assembly if their child is receiving an award. Other rewards are stickers, certificates, small prizes, positive notes and phone call's home and being invited to show work to other staff members who will always find time to praise good work.

This policy meets the aims of the school's ethos and promotes a culture where we nurture, inspire and achieve success for all. It enables us to encourage positive behaviour whilst also developing the academic, social, emotional and spiritual well-being of each child within an atmosphere of mutual respect. Our principles are aimed at developing a sense of responsibility in our children, raising self-esteem and enabling them to take a purposeful place in society and to do so with pride.

## **Behaviour system**

This is used and managed by the teachers as a way of rewarding positive behaviour, encouraging others to see the value of positive behaviour and modelling to all that positive behaviour is always rewarded. All children must start each day with their peg on green and can be moved to one of our values when they demonstrate positive behaviours. Regardless of the previous day's behaviour children always start a new day on green unless it is an incident that happens right at the end of the school day and then is dealt with first thing the following morning.

The school's behaviour for learning values are as follows:

- **Respect**
- **Challenge**
- **Excellence**
- **Self-belief**

## **Consequences**

We feel it is important to promote positive behaviour and encourage self-discipline. However there may be times when a child's behaviour infringes on the rights of others. We have therefore put in place procedures and a set of consequences which we will follow.

When applying consequences we always bear in mind the views echoed by the findings of the Elton Report, Reducing bad behaviour is a realistic aim, eliminating it completely is not' and adhere to the following guidelines:

- The principles for positive behaviour apply at all times;
- The consequences follow if pupils choose to ignore the principles;
- The principles indicate clearly the behaviour desired;
- The consequences are progressive starting with a warning and then becoming gradually more substantial for subsequent incidents;
- The consequences should never be meant to embarrass or humiliate a child;
- A guiding principle used throughout the school is to praise pupils for good behaviour to encourage other pupils to follow suit and improve their behaviour. Thus children are reminded in a positive way what behaviour is acceptable;
- Children should never miss all their break/free time or lessons, which are part of their entitlement, unless they're deemed unsafe to partake or have permission from Phase Leader, Deputy Head or Head teacher.

## **Stages of dealing with negative behaviour**

- 1<sup>st</sup> warning - Initial verbal warning / reminder. Children are gently reminded in a positive way, maybe with a non-verbal cue of how to behave and are given opportunity to redeem themselves;
- 2<sup>nd</sup> warning – The child is given a 2<sup>nd</sup> reminder that their behaviour is stopping the learning of others. Their peg is moved to a non-coloured section of the learning display entitled 'learning has stopped'. Children will be told, "You are stopping learning because...." They will also be reminded how they need to change their behaviour. They need to be moved back to green as soon as they start demonstrating the positive behaviour asked for. This ensures that the incentive is the same for **all** children to demonstrate positive behaviours;
- 3<sup>rd</sup> warning – The child is reminded again that their behaviour is stopping the learning of others, they remain on this part of the behaviour learning board and are withdrawn within class (moved to another table for example) and will miss 10 minutes of playtime, lunchtime or have an after school detention (depending on when the incident happens);
- If the child's response continues to be inappropriate they are sent to another class for 'time-out'. This is usually for 15 minutes depending on the age of the child. 'Time Out' is not a punishment – it is a behaviour strategy – for 15 minutes to calm down in order to return to class – they should be escorted to a paired class with work to do (it is not the responsibility of the receiving adult to organise work for them to do);

- Adults receiving children on 'Time Out' should talk to them as little as possible, unless it is deemed appropriate. They should not be 'told off' by the receiving adult as this is being 'told off' twice for the same issue. After 15 minutes ask them if they feel ready to return to class – if yes they can be escorted back – if no they should stay in the receiving class for a further 5 minutes. It is important that when a child returns to class after 'time out' that they are 'caught being good quickly and their peg can then be moved to green or one of the values. Some children have been known to refuse to leave the room for time out. If this happens the class teacher may ask for another member of staff to take the child to the other room; may give the child a few minutes to reconsider their choice and if this fails, send for a member of the SLT/Learning mentor. It is important for the child involved, the rest of the class and the teacher involved that the situation does not become confrontational and the teacher may wish to leave addressing the situation until the end of the session.
- When a child requires a period of time out-of-class for inappropriate behaviour, a serious incident or to calm down the receiving teacher/adult should reinforce the concept of repair, rebuild and 'turning around' their behaviour. Staff do not reinvestigate the incident as this can be a reinforcement of negative behaviour.
- If the child's response continues to be inappropriate a member of the SLT will be asked to intervene.
- Occasionally incidents occur which are of a more serious nature. These include:
  - Violence
  - Direct and intentional verbal abuse
  - Bullying
  - Racism
  - Leaving class/school without permission (these will depend on individual circumstances)

When a serious incident occurs the child will be interviewed by a member of the Senior Leadership Team. A decision will then be made regarding the most appropriate consequence for the child. These consequences include playtime, lunchtime and after school detentions, in school seclusion, not taking part in extra-curricular activities and as a last resort exclusion.

- The child's parents/carers are always informed regarding concerns about their child's behaviour
- A log is kept of all serious incidents for monitoring purposes on our online safety portal (CPOMs).

### **Restorative Justice**

When there has been an incident of anti-social behaviour, conflict or bullying we use a restorative approach. We use this approach because it is very effective in changing the behaviour of those who have harmed others, punishment on its own is not an effective way of getting people to understand the effects of their behaviour on other people. The basic ethos of the restorative approach is to:

- Ensure that people have the chance to understand the harm they have done to others;
- Give people who have caused harm the chance to put things right.

## **Detention**

There are occasions when it is necessary to withdraw playtime and lunchtime privileges or to keep a child in detention after school. This is outlined in our consequences of inappropriate behaviour section. If your child is to be kept in after school detention you will be informed before the end of the school day.

## **Exclusion**

We do not wish to exclude any child from school, but sometimes it may be necessary. Only the Head Teacher (or the Acting Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed term periods, including lunchtimes, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this.

Fixed term and permanent exclusions are only used when all other sanctions and strategies have not been effective over time or when there has been a single and clear serious breach of discipline.

This may include an aspect of the following:

- Violence towards a child or adult
- Swearing at a child or adult
- Racist/homophobic verbal abuse
- Sustained bullying
- Frequent high levels of disruption
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to adults who work in school

The Head Teacher will gather information; seek the options and advice of colleagues. The view of the child/children will also be sought to gain a full picture before action is taken.

If the Head Teacher excludes a child she will inform the parents/carers immediately, giving reasons for the exclusion. At the same time, she will make it clear to the parents/carers they can, if they wish, appeal against the decision to the governing body. We will inform parents how to make such an appeal.

## **Searching pupils and their possessions**

Staff can search children with their consent for any item which is banned by the school rules. Then new legal power to search children (including bags) without consent, not only for weapons but for a list of other items came into force in September 2010. New guidelines in July 2011 extends this to include: cigarettes and other tobacco products, fireworks and specified electronic devices (mobile phones and I-pods etc.), any item which may be used to commit an offence and for items banned under school rules.

## **What the law says**

The Head Teacher can authorise a search of children's outer clothing or their possessions (including bags) without their consent if there is reasonable grounds for doing so. Teachers

cannot be required to undertake such searches. Teachers can instruct pupils to turn out their pockets and bags and sanction them if they refuse to do so. A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

These guidelines exist to promote and ensure the safety of all members of the school community.

### **Our responsibilities beyond the school gate**

We have high expectations for positive behaviour from our children beyond the school gate, including their use of social media.

Our aims are:

- To maintain excellent behaviour on transport, educational visits and performances
- To secure behaviour which does not threaten the health and safety of pupils, staff or the general public
- To demonstrate to the public that we have the children's interests at heart and that they are safe and show positive behaviours when they are out of school

Subject to the school's behaviour policy, the staff may discipline a pupil for negative behaviour when a child is:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing a school uniform
- Identifiable as a pupil at our school
- Witnessed by a member of staff
- Reported to the school

### **Parents/Carers**

The children are taught what unacceptable behaviour is and are aware of the consequences of breaking our school expectations.

Parents/carers accepting a place at Summerville Primary School must also accept our behaviour policy, and the procedures we have agreed and adopted for responding to inappropriate behaviour.

We wish to work in partnership with parents and carers to support children who have social, emotional and mental health needs.

We are prepared to listen and support families in any way that we can.

### **The Restrictive Physical Management of pupils**

The school ensures that the appropriate departments within Children's Services, parents / carers and potential pupils are made aware of the school's policy on the restrictive physical management of pupils. This is discussed with parents / carers and potential pupils at interview where the reasons for and the methods used to physically manage behaviour should be demonstrated. This should ensure that all concerned have a clear understanding of the school's approaches, and should the physical management of a pupil be required, or if a child witnesses the restrictive physical management of another pupil, then the method used should not come as a shock to him/her.

The school recognises that despite its philosophy, ethos, expertise and experience, a pupil may on occasions be unable to control his/her own actions to such an extent that his/her

behaviour meets the agreed criteria for the set procedures for a restrictive physical intervention to be implemented.

The use of restrictive physical interventions must take account of the pupil's own best interests, sensitivities and sensibilities, his/her own likely perceptions of situations, his/her emotional state and levels of understanding. Restrictive physical intervention should never be used as a punishment and must only be used in line with agreed criteria and procedures. "Restrictive Physical Intervention" is defined, in accordance with Section 550A of the Education Act 1996 as the application by a member of staff of a school of some degree of reasonable force in relation to a pupil for the purpose of preventing him/her from doing any of the following:-

- Committing an offence.
- Causing personal injury to or damage to the property of, any person (including the pupil himself / herself).

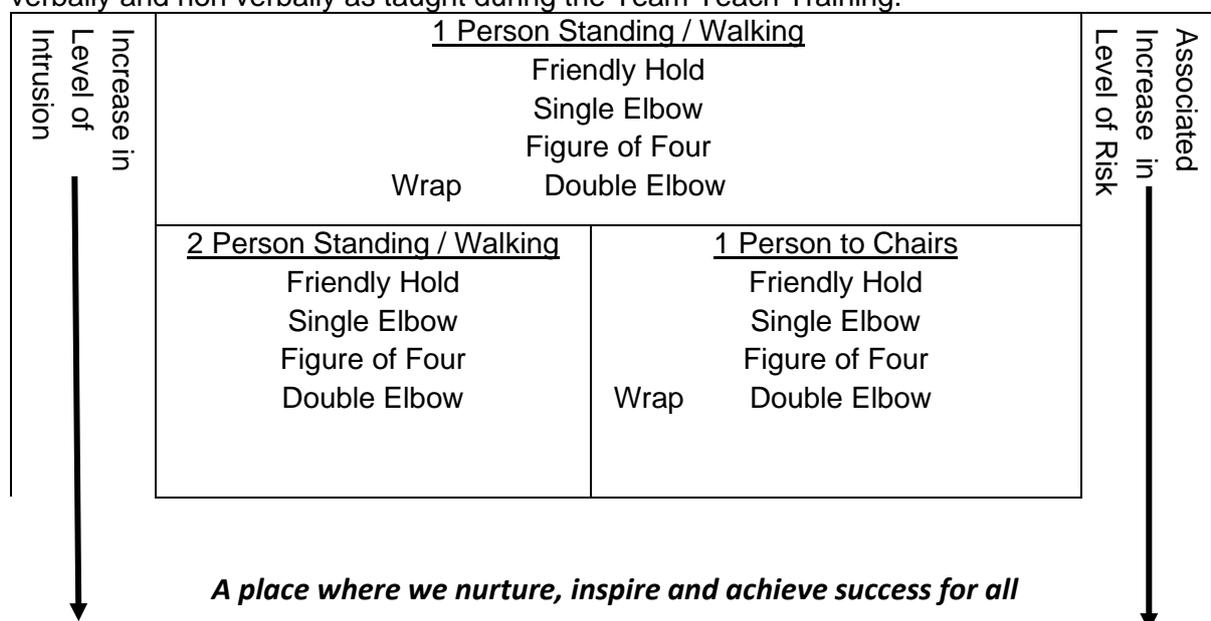
The school recognises that the use of force is only lawful if the circumstances of the particular incident warrant it. Further, it recognises that the degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Clearly, it is important that when staff are dealing with potentially dangerous situations involving especially difficult pupils, they should be mindful of their own safety and that of all the pupils for whom they are responsible.

Normally, only those members of staff who have been trained in the use of agreed techniques, i.e. 'TEAM-TEACH', will carry out the restrictive physical management of pupils. The school ensures that it has access to qualified trainers and that regular training sessions are provided. In addition, any techniques used should be in line with information contained in the pupil's Behaviour Support Plan. Also, the school endeavours to train identified staff to the appropriate level as soon as it reasonably can. Any member of staff who has not had the updated training is advised not to use restrictive physical intervention unsupported by a trained member of staff. However, there may be the necessity for any untrained member of staff to intervene on their own if there is a serious health and safety risk for the pupil him/herself, another young person or a member of staff involved.

### **A range of guides, escorts and restraints ranging from least intrusive to most intrusive**

These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restrictive physical intervention where 2 people are used will actually be deemed as a more restrictive hold. As the amount of restriction / number of people increases, so does the risk. Staff need to make a mental risk assessment based on the situation as to the level at which they are going to intervene and communicate with colleagues verbally and non verbally as taught during the Team Teach Training.



<u>2 Person to Chairs</u>
---------------------------

Friendly Hold Single Elbow Figure of Four Double Elbow
---

The training of staff dealing with behaviour management will be in line with the recommendations of TEAM-TEACH and include:

- Building and maintaining good relationships
- Managing good behaviour through the interpretation of verbal and non verbal cues, conflict management techniques.
- The use of physical intervention.

Before using restrictive physical intervention, the following key points should be considered in relation to any given situation:

It is essential that the use of restrictive physical intervention is not seen as an easy option. Every effort must be made to look for effective ways of working with pupils which do not involve using them. Pupils' Behaviour Support Plans should set out clear strategies which should be followed:

- The circumstances in which the use of force is appropriate can include those where it is imperative that pupils comply with instructions for example to stop hitting another pupil or damaging property, or not leaving the room when repeatedly asked to do so and if there is a risk of injury to the pupil.
- In the overwhelming majority of cases, staff should first give pupils a warning, a clear direction and the opportunity to comply. The issue is not about whether staff can ever enforce compliance but rather in which circumstances it would be reasonable to do so.
- In most cases, force will not be justified in order to obtain compliance because other strategies will work or the issue is not serious enough to demand it.
- In summary, any restrictive physical intervention needs to be reasonable, necessary and proportionate

Whilst the use of restrictive physical intervention is generally deemed to be the last resort, there are circumstances where this will not apply. Records of incidents involving particular pupils will sometimes show that there are set patterns to their behaviour which, if unchecked, will lead to it becoming dangerous to themselves or others. In these circumstances, it could be reasonable to exercise a mild degree of restrictive physical intervention at a relatively early stage. To ensure that this early intervention is only ever used when justified, records of incidents are regularly reviewed and used to inform the management strategies or the pupils concerned. Such a use of force may include staff physically preventing a young or an upset child from running out onto a busy road.

School, in line with the requirements laid out in Salford's Safeguarding Children's Board's Policy on Managing Challenging Behaviour, maintains a register of young people whose behaviour support plans indicate that restrictive physical management may be used. This register is available for inspection by any regulatory body and can be scrutinised by governors at any time.

All incidents of restrictive physical intervention are recorded and monitored. The school keeps detailed, written reports of all incidents where any form of physical management is used. The LADO is responsible for investigating any safeguarding concerns relating to the use of restrictive physical intervention as outlined in Salford's Positive Behaviour Support Policy 2011.

## **Restrictive Physical Intervention**

Good relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the behaviour management strategies practised by staff. This ensures the well being and safety of all pupils and staff in school. It is also acknowledged that, in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Working within the philosophy of “Every Child Matters” with a particular force in relation to the strands of ‘staying safe’ and enjoying and achieving’, this policy describes the acceptable physical interaction between staff and pupils on a daily basis.

Based on the principle of moving from least intrusive to more restrictive holding, interaction can be divided into three definable areas:

### **Physical contact**

In school, physical interaction occurs frequently in a number of situations. Examples of this may be when a pupil is distressed, when supporting pupils to access the curriculum, or to assist with the personal care of pupils. In addition, staff will also use positive touch to comfort pupils and as part of PSHE curriculum in order to teach them more appropriate ways of seeking attention. Where possible, staff will use ‘help hugs’ and the ‘friendly hold’.

### **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 arm or shoulder with little or no force. The techniques implemented here will include ‘turn, gather, guide’ and the ‘friendly’ or ‘small child hold’. The important factor within these situations is the compliance of the pupil.

### **Restrictive Physical Intervention**

The ‘Use of Reasonable Force – Guidance Advice for Headteachers, staff and Governing Bodies (DfE July 2013), stipulates that schools can use reasonable force to:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outburst.

This guidance states that all members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Central to this policy is the understanding that any restrictive physical intervention used by staff must be in accord with the idea of “reasonable force” and used only as a last resort once all other strategies have been exhausted. There is no legal definition of reasonable force. The use of force can be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent. 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. Restrictive physical intervention is not an isolated technique and needs to be set in the context of classroom organisation and behaviour management strategies. Other methods can be used in 95% of situations and there will be no need for restrictive physical intervention.

Individual members of staff cannot be required or directed to use restrictive physical intervention, but all teaching and non-teaching staff have a ‘duty of care’ towards the pupils, so the failure to intervene in the above circumstances could be viewed as negligence.

The use of restrictive physical intervention can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for restrictive physical intervention. In most situations, only those members of staff who are Team Teach trained will carry out restrictive physical interventions, unless there is no trained staff available and immediate intervention is required due to a recognised risk to the pupil, their peers or a member of staff.

### **Emergency Interventions**

Emergency interventions will involve staff employing, where necessary, one of a combination of the strategies mentioned above in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response, e.g. a child running onto a road.

### **Planned Intervention**

Planned intervention involve staff employing, where necessary, one of a combination of the strategies mentioned above as an agreed response to an identified behaviour. This will be documented in the pupil's Behaviour Support Plan and will be reviewed regularly. The Behaviour Support Plan will be discussed with parents / carers and they will be asked to sign the Behaviour Support Plan if they are in agreement. The Behaviour Support Plan will list the accepted escorts or holds to be used in addition to the proactive, active and reactive interventions that may be used at first to defuse or de-escalate the situation.

### **Help Protocols**

The expectation at school is that staff should support one another. This means that staff offer help and accept it, as needed. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Help scripts are in place so that there is no confusion when help is offered and accepted.

Offer: "Help is available"

Response: "You can help by ...."

Offer: "More help is available!"

Response: "What do you suggest?"

### **Staff Training/Authorisation of Staff**

Continuous professional development in the pro-active management of challenging behaviour is offered to all staff on a continuous basis. School will always work towards a reduction in the use of restrictive physical management, keeping up to date with the newest pedagogical research.

Staff will be authorised to use restrictive physical interventions when they have been fully trained and have valid certification in the Team Teach approach. The school provides training for all authorised staff and the headteacher 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. Supply staff will not appear on the list of authorised persons unless they can offer valid certification in the Team Teach approach and are familiar with the school's policy. Support services will have their own policies for handling pupils, but they need to be aware of school policy and practice while working within school.

Training in the use of restrictive physical interventions will be made available for all staff as part of an on-going programme of Team Teach training. This training will include sections on the current legal framework, background, theory and rationale behind the Team Teach

approach, as well as an understanding of personal space, body language and personal safety, before any physical techniques are taught. Refresher training will be provided for staff as needed (at least every 2 years).

Team Teach techniques seek to avoid injury to the pupils but it is possible that bruising or scratching may occur accidentally. These are not to be seen necessarily as a failure of professional technique, but as a regrettable and infrequent side effect of ensuring that the pupil remains safe.

### **Post Physical Intervention Procedures**

As soon as is reasonably possible after an incident, staff need to fill out a "Record of Use of Restrictive Physical Interventions" (see appendix) and the bound and numbered book (within 24 hrs). The form should be signed by staff involved and passed on to the Headteacher, who will complete the bound and numbered book.

The record of the restrictive physical management of the young person will indicate:

- The names of the staff and the pupil involved
- The reason for using the specific type of restrictive practice (rather than an alternative less restrictive strategy)
- The type of intervention employed
- The date and the duration of the intervention
- Whether the pupil or a member of staff experienced injury or distress, and if they did, what action was taken

When both the staff member and the pupil are calm, they can discuss the incident and future strategies, where appropriate. It may be decided that the Behaviour Support Plan needs to be reviewed to cover additional behaviours or to include alternative strategies.

When a restrictive physical intervention has been used, it must be reported to the pupil's parents / carers. Where possible, parents / carers should be contacted by telephone or in person as soon.

The Head 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 Support Plan.
- Child Protection Procedure.
- Staff or Pupil Disciplinary Procedure.
- Exclusions Procedure.

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.

Note

IF AT ANY TIME A PUPIL COMPLAINS OF AN INJURY, OR THE USE OF UNREASONABLE FORCE AS A RESULT OF PHYSICAL MANAGEMENT BY STAFF, THE SCHOOL CHILD PROTECTION PROCEDURES MUST BE FOLLOWED.

### **How do we ensure our behaviour policy continues to be effective?**

It is important that our policy meets the needs of all members of the school community allowing children to learn, teachers to teach and all adults to access systems which will ensure the smooth, safe and effective organisation of the school day.

We carry out the following exercises which enable us to reflect on our practice and make improvements where necessary:

- The Behaviour Policy is reviewed annually and opinions regarding its effectiveness are sought from parents/carers, staff and children;
- We monitor, analyse and evaluate a range of information and data collected through formal classroom observations, the serious incident log, behaviour files, exclusion data, racial incident and bullying incident logs to ascertain whether there has been an improvement in behaviour overall and in targeted children;
- We observe how adults working within school are implementing the policy. Information is obtained through formal classroom and informal classroom observations and through observations of non-teaching periods e.g. playtimes, lunchtimes etc.;
- We identify pupils who may require additional support. All staff are made aware of all pupils who have additional needs, and require additional support, in the areas of emotional development and behavioural difficulties;
- We ensure all staff have access to the Behaviour Policy and have opportunities to discuss and contribute to its development. Staff, including supply staff have, clear guidelines on how the policy is to be implemented. Supply staff receive initial additional support including Learning Support Assistant presence within the classroom;
- We ensure all staff access regular appropriate training opportunities in areas related to positive behaviour management;
- Parents have access to the Behaviour Policy and a parent's pamphlet outlining the school system is given to parents on entry to the school; Parents/carers are offered support when they have concerns regarding their child's behaviour both at school and at home. Where necessary they are given advice on how they can help their child succeed in school/at home. We are committed to working in partnership with parents;
- Children are involved in consultation about behaviour in their classrooms and in the school in general. This is done through formal structures such as the School Council, assemblies, Circle Time, Restorative Justice and also through informal discussions and observations.

By doing the above, we believe that the Behaviour Policy will continue to have a positive effect on the behaviour of the whole school community.

## **Appendix 1**

### **Examples of negative behaviours**

#### **Low level**

- First refusal to follow instructions
- Toy fighting
- Interrupting
- Sulking – in a disrespectful or disruptive way
- Not listening
- Inappropriate noises
- Invading personal space but not threatening
- Lying
- Running in school
- Commenting on other people consequences

#### **Medium level**

- Continual low level negative behaviour
- Disrespectful attitude
- Discriminatory comments
- Continual refusal to work
- Damaging property
- Throwing objects
- Swearing directly at others
- Leaving class
- Negative verbal comments

#### **High level**

- Stealing
- Bullying
- Carrying weapons
- Continually making others feel unsafe
- Damaging the building
- Leaving the premises
- Physical aggression to others
- Biting / spitting
- Racial/homophobic comments/abuse

**It is the teacher's responsibility to use their professional judgement when dealing with all types of behaviour**

## **Appendix 2 Supporting guidance for staff**

**'Effective leaders are distinguished by their success in preventing problems arising in the first place rather than by the special skills in dealing with problems once they occur'  
(Brophy 1983)**

### **Responsibilities:**

The responsibility for managing children's behaviour lies with all adults working within our school. It is the team response that has proved so effective in our school and has resulted in a calm, safe and orderly environment. All adults working in school will be informed of those pupils requiring additional/specific interventions related to improving their behaviour.

All adults have a responsibility to lead by example, role model the behaviours we expect from the children and to follow the school's Code of Conduct both within their own designated areas and around the school as a whole. This consistency of approach will support all the children in our school.

The Senior Leadership Team are committed to supporting all staff in areas related to the management of pupil behaviour. Staff who find themselves experiencing any difficulties in managing their class or individual pupils are encouraged to seek advice and support as soon as possible.

### **Routines**

**School routines and classroom organisation:** All staff have clear routines and organisation within their designated areas which they explain to children and revisit on an ongoing basis. This ensures that children are provided with opportunities to embed the information. New routines/a change in routine is always explained and taught to children.

**Leaving the classroom:** Children do not leave the classroom without permission from an adult. Children needing the toilet during lesson time are allowed to go individually.

**Playtimes and lunchtimes:** Teachers escort the children to and from the playground at playtimes and lunchtimes. All teachers and learning support assistants must be ready to collect their class at the end of breaks. When all teachers and learning support assistants are outside a whistle is blown, all children must stop what they are doing and stand still. At this

***A place where we nurture, inspire and achieve success for all***

point a second whistle is blown and children walk to their lines. It is important that teachers and learning support assistants collect their classes on time as this reduces possible disruption/incidents of inappropriate behaviour.

***Moving around school:*** When staff move around the school with children they ensure that the children are sensible, quiet and safe and cause minimum disruption to others. Teachers ensure that all the children are visible to them at all times.

***End of day:*** In the Early Years Foundation Stage parent/carers/a responsible adult collects their child from the classroom at the end of the day. In Key Stage 1 adult collect children from the KS1 entrance. Children in Key Stage 2 may go home on their own or are collected from the KS2 entrance by a parent/carers/a responsible a Teachers and Learning Support Assistants use this time to chat to parents and pass on any information.

## **Relationships**

The following points are ideas/reminders for staff regarding the development of positive relationships in school.

### ***Staff-Pupil Relationships***

- Children may have problems they are trying to deal with. No child should be seen as a 'problem';
- When pupils are confrontational it is usually because they are anxious, unhappy, frightened, distressed. Try not to take it personally;
- Try and role model calm responses to pupil behaviour e.g. keep the tone of your voice calm, your body language non-threatening;
- Don't be pushed in to reacting to a child's behaviour. If it helps you, delay dealing with an incident until later. Explain to the child that you want to think about what has happened. If you do this never forget to follow it up;
- Always try and deal with confrontation/possible confrontation on a 1:1 basis and avoid opportunities for other children to observe;
- If you realise that you have contributed to a difficult situation it is positive to recognise this with the child;
- Use humour if appropriate – it is important not to include sarcasm;
- Not all strategies work with all children. If one strategy doesn't work, try another. It may be that a child you are having difficulties with has a good relationship with another member of staff. Talk to the member of staff and use their knowledge of what works;
- Be genuine, positive and friendly. Focus on the positive things a pupil is doing in order to improve other areas – don't work to a deficit model;
- Allow for mistakes – any improvement is good for a child who is struggling with their behaviour;
- Try and find out some personal details about what each child likes to do outside school;
- Look for individual, group and class successes;
- Look for the early warning signs that a child may not be happy/distressed/likely to struggle and have a plan of how to avoid a crisis;
- Record disruptive behaviours/your concerns.

### **Staff-parent relationships**

We believe that parents are the child's primary educator and we are committed to harnessing their involvement and support to improve outcomes for the child. We also offer to support

them when behavioural difficulties arise in the home situation. The following points are ideas/reminders for staff regarding the development of positive staff-pupil relationships

#### *Staff-Parent/Carer Relationships*

- Encourage parents/carers to work within your classroom/use their skills to enhance the curriculum;
- Encourage them to visit the classroom to celebrate their child's achievement;
- If you have to relay 'bad news' about their child's behaviour/performance try and balance it with positive remarks about improvements in the past;
- If a difficult situation/confrontation is likely to arise between you and a parent/carers, plan an appropriate place to meet which is out of sight of children but within reach of help from other staff;
- Take notes of parental concerns and read them back to parents to make sure you have a true record;
- Give the parent/carers time to off load concerns without interrupting them;
- Be aware of home situations which might be affecting their mood/response to school;
- Respond to parents as you would like to be approached if you are/were a parent ;
- Always try and end the meeting with a positive remark;
- As soon as possible after a difficult meeting take opportunity to contact the parent on a positive matter/to inform them of improvements;