

Hedon Primary School Behaviour Policy Including Positive Handling.

Approved by committee

Approved by full governors 19th Nov 2013

Reviewed 11.11.14, 10.11.15, 12.6.19, 31.3.22, 1.3.23

Reviewed every 2 years unless policy changes.

1.0 Rationale

Every child has the right to feel safe, secure and respected in a positive learning environment. We recognise every child as an individual and value the positive contribution they make to our school.

We endeavour to have an open dialogue with families and value communication about concerns and celebrations. We manage our school to ensure pupils understand and gain experience, which help them to;

- Lead healthy lives
- Know how to keep themselves safe
- Enjoy and achieve in their lives
- Understand the principles of economic well-being
- Make a positive contribution
- Become resilient learners

A calm, orderly and positive environment is essential if children are to learn most effectively. It is our responsibility to ensure that we, as a team, provide that environment in order that our children and staff members can use their time productively.

In order to achieve the above, we use Restorative Practice alongside the PACE (Playfulness, acceptance, curiosity and empathy) approach. PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. With PACE, the troubled child can start to look at himself and let others start to see him, or get closer emotionally. He can start to trust.

Our bespoke PSHE Curriculum is tailored to the children in our schools' needs. It focusses on inclusion in modern society and citizenship. Thus providing opportunities for the children to further develop their emotional intelligence and raise wellbeing.

We aim to develop the whole child using the six principles of nurture across our whole school community:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. Nurture is important for the development of wellbeing.
4. Language is understood as a vital means of communication.
5. All behaviour is communication.
6. Transitions are significant in the lives of children.

We recognise that we need to encourage and reward pupils who continually exhibit positive behaviour, representing the school well. We also recognise that within a climate of inclusion we do have some children who need a personalised approach to their individual behavioural needs. In some cases, this will mean that sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour. Other and more individually targeted programmes of intervention and support would be more effective, possibly involving outside agencies. For children whose behaviour presents as more challenging, written positive behaviour plans and risk assessments will be developed in line with the overall behaviour policy within the school.

This policy is a whole school policy and should be followed by all members of staff throughout the school day including playtimes and lunchtimes.

2.0 Aims

This behaviour policy should;

- Identify the roles and responsibilities of the whole school community in relation to encouraging and promoting a culture of good behaviour
- Identify the roles and responsibilities of members of the school community in relation to discouraging unwanted behaviour by addressing needs and seeing these as learning opportunities.

The chief aims of our approach to behaviour are;

- The maintenance, encouragement, and promotion of good behaviour wherever possible
- The shared and agreed identification of what we consider to be unacceptable behaviour
- The establishment and shared understanding of class and school rules
- Agreed sanctions where rules are broken
- A firm, consistent approach across the school
- An opportunity at each stage for children to make amends that redeem themselves
- The involvement of parents at an early stage
- A shared understanding of what will happen if ...
- The involvement of children – encouraging children to take responsibility for their actions, being aware of personal targets and involvement in target setting
- The discussion with children in circle time and PSHE about the need for rules and responsibilities we have to one another
- A readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour
- The use of a multi-agency approach wherever necessary.

3.0 Promoting Good Behaviour

It is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour.

We teach our pupils the principles of Growth Mind-set and encourage effort and resilience in our pupils. We teach our pupils how to learn (metacognition) and expect them to take responsibility for their learning and actions.

To support this system we use:

3.1 Around School

- School rule posters in every classroom, corridor and hall area to act as a visual reminder for all.
- Displays of work that children and staff are proud of.
- Rewards received by children are recorded on sticker reward cards in the classroom.
- All staff members have access to resources e.g. stickers, praise pads, postcards etc to enable immediate recognition of children's behaviour, attitude, effort etc thus promoting good relationships and respect amongst pupils' and staff. This may include notes or phone calls home.
- Friday's celebration assembly will include presentation of lunchtime award certificates, reward chart prizes, personal achievements whether in or out of school and good work.
- Seesaw (Online platform) is used to give detailed praise using both the class blog and private messaging facility.
- Parents are regularly invited to 'Stay and...' sessions for their child's class. During these sessions they are able to share and celebrate their child's work, support them in their learning and learn techniques to help them support their child at home.
- Facebook and Twitter are used to share achievements and celebrate good behaviour in a more general way, so as not to put children at risk by identifying them specifically.
- Lunchtime staff also identify pupils to receive rewards over lunchtime.

3.2 **In class** (This list is not exhaustive. Rewards also vary from class to class to meet the needs of the children. Staff use their own judgement often going over and above to ensure bespoke celebration of children in their class' strengths and successes.)

- Every child has their own collection of reward stickers on their reward card or on their jumper/t-shirt.
- Use of praise pads and postcards transfer the celebration of success and achievement in to the home,
- Each class to display school rules and nurture principles for visual reminders,
- Teachers and Teaching Assistants will refer to the school behaviour policy in order to use the warning system and consequences positively and effectively,
- Privileges can be given to individual children, groups of children or the whole class to personalise rewards and celebrate successes and achievements,
- Whole class prizes/rewards may be used.
- To enable efficient monitoring and assessment of pupils' behaviour, each class teacher will keep a record log of;

- All warnings given on the whole class clipboard. Major/stage 4 incidents will be recorded on CPOMS (Online Tracking tool). Teachers will also ensure phone calls home are made and recorded where necessary. Children will also complete a green reflection sheet where appropriate.
- The consequence applied will be linked to the school's behaviour system and appropriate for the issue encountered.

3.3 Behaviour Pathway

- 4 step pathway to encourage pupils to take responsibility for their behaviour.
 - **Step 1**
 - Acknowledgement of behaviour/initial reminder to do the right thing. Remind the child that they can turn their behaviour around and make the right choices. This warning is recorded on the class record sheet.
 - **Step 2**
 - Should pupils be given a second warning they are to move their work away from the rest of the class for 5 minutes. They are then reminded to do the right thing again and the second warning recorded on the class behaviour record sheet.
 - **Step 3**
 - If a third warning is recorded on the class behaviour record sheet, the child should move to another classroom for 15 minutes.
 - **Step 4**
 - At this stage a fourth warning is recorded and the pupil may be asked to work away from the class for a further period or referred to the senior leadership team. The pupil's parents will always be contacted at this stage.
- Some pupils' may require low level intervention to get them 'back on track'
 - Behaviour books, positive journals, sticker charts and 10/10 men may be used to move a pupil from failure mode to success mode.
 - Staff members use them in conjunction with pupils as part of the reflection process. Such activities will be used as learning opportunities with our pupils.
 - Record positive behaviours and send home copies with pupils.
- There may also be occasions when specific pupils may require further support to stay on track such as earning reward time, specific themed charts or behaviour reminders.

3.4 Lunchtime Behaviour Pathway

- 4 step lunchtime pathway to encourage pupils to take responsibility for their behaviour.
 - **Step 1**
 - Acknowledgement of behaviour/initial reminder to do the right thing. Remind the child that they can turn their behaviour around and make the right choices. This warning is recorded on a record sheet (Hung in the cloakroom).
 - **Step 2**
 - Should pupils be given a second warning they are to move away from play onto a bench for 5 minutes (Timers to be used). They are then reminded to do the right thing again and the second warning recorded on the record sheet as above.
 - **Step 3**
 - If a third warning is recorded on the record sheet, the child should move away from play for a further 15 minutes (Timers 3x).
 - **Step 4**
 - At this stage a fourth warning is recorded and the pupil will be removed from the playground and referred to the senior leadership team. The pupil's parents will always be contacted/spoken to at this stage.
- Some pupils' may require low level intervention to get them 'back on track' at lunchtime.
 - Behaviour books, positive journals, sticker charts and 10/10 men may be used to move a pupil from failure mode to success mode.
 - Staff members use them in conjunction with pupils as part of the reflection process. Such activities will be used as learning opportunities with our pupils.
- There may also be occasions when specific pupils may require further support to stay on track such as earning reward time, specific themed charts or behaviour reminders. These may link from lunchtime to the classroom environment.

4.0 Celebrating Successes and Achievements

4.1 Instant rewards

- Stickers
- Praise pads
- Privileges/golden time
- Class reward (game, story, 5 mins extra play)
- Text home
- Ring home
- Postcards written by the person who has awarded it and posted home via the office
- Raffle tickets at lunch
- Show achievements to other members of staff
- Photocopy work to take home

4.2 Weekly rewards

- Presentation of lunchtime certificate awards
- Celebrate out of school achievements or awards in Friday assembly.
- Share with the class your own achievements
- Reward card prizes
- 100% attendance stickers and best attending class awards.

4.3 End of half-term

- Work, performance or display from extra curricular groups
- 100% or most improved attendance awards.
- Junior Travel Ambassador Awards

5.0 Sanctions/Consequences for Behaviour

The school has high expectations. This includes having firm boundaries and promoting good behaviour in accordance with the ethos and rules of our school.

5.1 Examples of additional consequences where poor behaviour is escalating or persistent.

- Time out at break or lunchtime (where appropriate)
- Time out in a quiet area within the classroom
- Parents invited in to work with the child in the classroom
- Loss of golden time
- Specific sanctions linked to the behaviours seen e.g. missing football time after ignoring tackling warnings, missing time on the climbing equipment after pushing someone off such equipment.
- A period of time away from the classroom
- Fixed term exclusion
- On rare occasions fixed term exclusion may lead to permanent exclusion

Apply the lowest level of sanction initially, if you apply the highest first you then have nowhere to move on to.

Exclusion is the ultimate consequence for extreme behaviour e.g. physical assault on adult/peer, persistent disruption to the learning of others, endangering others and own safety, persistent racial/homophobic abuse/language etc.

6.0 Special Educational Needs and Social, Emotional and Mental Health Provision

In some cases, it is necessary to apply further strategies to promote positive behaviour, these are;

- Termly support plans and Pen Portraits– designed to focus children on achievable behaviour targets, ensure all parties are aware of the barriers and allow specific structures programme to be followed. These are carried out in conjunction with the child, parent/carer, Class Teacher and in some cases outside agencies
- Individual Behaviour Protocols – designed to ensure all parties are aware of individual child’s needs and protocols for managing behaviour safely.
- Risk Assessments – designed to identify risk factors affecting a child’s behaviour to ensure appropriate strategies can be put in place to ensure the safety of child, peers and adults.

We also have a whole school Behaviour Protocol for absconding from class/school grounds. This is distributed to all members of staff to ensure cohesive management of situations. (see Appendix 1)

7.0 Positive Handling

Our policy for physical intervention is based upon the following principles: -

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.

Incidents must be recorded and reported to the head teacher as soon as possible. Incident forms should be scanned and saved to CPOMs and recorded in the logbook in the office.

Parents will be informed of each incident.

7.1. The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following: -

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline'
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7.2. Our approach

At Hedon Primary School we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's policy on behaviour, particularly in dealing with disruptive behaviour.

Staff should be aware that when they oversee children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of.

They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing.

Staff are not expected to place themselves in situations where they are likely to suffer injury because of their intervention.

7.3. Use of positive handling/team teach strategies

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allows the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied.

Teachers and all other staff should apply the training they received in Team Teach to de-escalate a situation where possible then use the appropriate holds as practised in the training. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In order to de-escalate a situation staff are encouraged to use the PACE approach (Aforementioned) alongside nurture principles. Staff should use playfulness, change their stance, posture, voice, facial expressions and gestures to encourage a child to calm without any need for further intervention. Distraction techniques using familiar or favourite objects or books may also be used. Sometimes a change of adult is all it takes to calm a situation.

When talking to a pupil in crisis, scripts are used in order to support children talk about when has happened and how they are feeling.

'John... I can see that something has happened' 'I am here to listen' 'Let's go...'

Consideration should always be given to the other children in the class, is it safer to move other children rather than using Team Teach holds to remove one specific child in crisis.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When positive handling becomes necessary staff should first risk assess the situation. Are hazards around? (Unnecessary or dangerous objects/furniture, clothing to grab, biting, spitting, exit routes etc.) Who might be harmed? What can be done to prevent these risks?

During a period of restraint staff:

DO

- Tell the pupil what you they doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the hold (this may need frequent repetition)
- Use simple and clear language
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

The school acknowledges that sometimes prolonged support of a pupil in crisis can be detrimental to staff wellbeing. With this in mind, we use help scripts to ensure staff are fully supported.

Offer - 'Do you need the purple scissors?'

Response - 'Yes please. You can help by...'

It may be necessary for a member of staff to insist they take over during a period of physical intervention, if they feel that the member of staff needs a break or is becoming overwhelmed by the situation. They can do this using the phrase 'No, more help is available.'

7.4. Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The head teacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation and support the child further through the development of a support plan, risk assessment and/or positive handling plan, which may include Emotional Literacy Support or other strategies agreed by the SENCO. This may require additional support from, other services, for example the Local Authority Behaviour Support team.

In some circumstances a EHA (Early Help Assessment) may be appropriate to help identify and access support for the child's whole family.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the Physical Intervention Report Form (attached). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed. This should be scanned into CPOMS and recorded in the physical intervention log book kept in the middle office.

In the event of any future complaint or allegation this record will provide essential and accurate information.

A member of the leadership team, class teacher or child's 1 to 1 teaching assistant will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

7.5. Complaints and Allegations

A clear physical intervention policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

7.6 Managing incidents of Inappropriate Sexualised Behaviour including Sexual Harassment and Violence

Child on child Inappropriate Sexualised Behaviour(s), Sexual Harassment and Violence is a challenging and complex area of safeguarding practice, requiring difficult, often finely balanced, professional decisions to be made. It is recognised that the nature, prevalence, and significance of concerns in this area will vary across education settings and that a 'case by case' approach will be needed. Sexual Violence and Sexual Harassment exist on a continuum and may overlap. In terms of assessing the level of concern and risk and required response, the East Riding recommend that the following models be used primarily:

- ERSCP Effective Support for children, young people and families in the ER of Yorkshire (August 2020)
- Responding to reports of Sexual Violence and Harassment (DfE, 2021)
- Harmful sexual behaviour framework: an evidence-informed operational framework for children and young people displaying harmful sexual behaviours (Hackett et al, 2019) - subsequently referred to as the 'Hackett Continuum'
- ERSCP Procedure and Guidance - Child Harmful Sexual Behaviour (November 2021)
- Ofsted School Inspection Handbook (updated 09.02.22)

Expectations and responsibilities are clearly outlined in DfE advice and statutory guidance. Central to this is the requirement for an integrated 'whole school approach', incorporating preventative strategies and clear procedures to facilitate reporting of incidents. Accompanying this should be a proportionate and appropriate response, supported by robust and structured record keeping, with the victim at the centre of the process.

This is underpinned by a culture and practice that champion 'zero tolerance' of Inappropriate Sexual Behaviour(s), Harassment and Violence, ensuring that such behaviour is always challenged, not 'normalised', always taken seriously and addressed immediately with support for the victim at the centre and management of any identified need and risk. Timely and appropriate information sharing is key. This remit extends to covering alleged incidents and behaviour(s) across the school community, in and out of school, in person (both physically and verbally) and, online. It may also involve students from different education settings.

As a school we follow guidance issued by the East Riding of Yorkshire Council including their pathway and risk assessment documents. This includes working with parents and outside agencies as appropriate.

8.0 Appendix 1

Behaviour Protocol (for absconding)

1. If a child leaves the classroom they should be given clear direction of what is expected. Give adequate time for the child to respond and make the right choice. Repeat this if necessary.
2. Class Teacher or Teaching Assistant, where appropriate, should ensure that the child remains in sight
3. Assess the situation
4. If a child leaves the building, follow at an appropriate speed in order not to appear confrontational in any way. **Do not chase the child.**
5. Notify SLT personally or by a runner.
6. Observe from a distance; if appropriate give verbal warnings regarding their actions and safety of others. Encourage the child back into school.
7. Inform parents/carers immediately.
8. If parent/carers are not available and/or the child leaves the school boundaries – inform the Police immediately and continue to follow at a safe distance.
9. SLT to follow up an incident with a meeting with the parent/carers and child.
10. Community Police Officers will be informed to enable them to visit the home to discuss with the child and family about the dangers of their actions
11. Maintain records in school for access by Governors and other agencies.

The protocol may be amended to take into account specific children's needs in consultation with parents.

