

## BEHAVIOUR POLICY

<b>Review Body:</b>	RMET – Personal Development, Behaviour and Welfare
<b>Leadership Group Responsibility:</b>	Deputy Headteacher
<b>Type of Policy:</b>	Statutory
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Rainham Mark Education Trust is dedicated to ensuring that our schools' environments support learning and the wellbeing of students and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide safe schools where students feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school communities and is written in line with our governing body's statement of behaviour principles. Good behaviour and self discipline have strong links to effective learning, and are vital for students to carry with them both during and after their school years.

### 1. Aims

Rainham Mark Education Trust believes that all students should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the schools built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to ensure that all our students leave school with the key skills they need to continue to progress to the best of their ability in all areas of life.

### 2. Standards of behaviour

#### 2.1 Schools

The trust understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate students or colleagues. We work hard to ensure that discipline is consistent across the schools so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable students may face. Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. Each school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with their school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms and situated around the school.

Staff are a constant presence around the schools, in-between classes, during breaks in the school day, and at lunch times, to check that students are using the school grounds respectfully and behaving appropriately.

We recognise that where individual students are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified we will do all we can to ensure that the student receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of students with SEN and/or disabilities. Whilst all students identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these students often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all students. An Individual Behaviour Plan will be used for students whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's special educational needs policy for more information.

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of students' social, emotional and behavioural skills. For more information, see section 5 of this policy.

## 2.2 Students

The trust expects all of its students to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated. Students are ambassadors to our schools even when off school premises and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes or parenting contracts. School work and homework should be well presented, completed to a high standard, and handed in on time.

Failure to hand in work on time will lead to disciplinary sanctions. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their tutor who will work with them to draw up a support plan. The school asks that students carefully read and then sign a **home-school agreement** to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Under no circumstances will illegal or inappropriate items be brought into school, and all students will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances.

- verbal abuse to staff and others
- verbal abuse to students
- physical abuse to/attack on staff
- physical abuse to/attack on students
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances including "legal highs"
- theft

- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

### **2.3 Parents**

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the **home-school agreement** to indicate that they will respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures.

In common with other publicly-funded organisations, such as the NHS and Police, the school expects that all members of its community are treated with courtesy and respect. The school has a zero-tolerance approach to any individual who behaves aggressively towards members of staff or students, or who uses vulgar or inappropriate language. In situations where such behaviours or language are exhibited – whether in person or via telephonic or electronic media – the school or its representative will terminate the conversation/meeting and, if appropriate, will ask the individual concerned to leave the school site until such time as s/he is able to conduct her/himself appropriately. Should any individual not accede to such a request other authorities, including but not limited to the Police, may be contacted.

Teaching staff, in particular, do not have access to emails whilst teaching, and we are privileged that so many of our staff run activities for our students both at lunchtime and after school. Hence, it is important to allow all staff sufficient time to read and respond to emails. We do not expect members of staff to respond to emails from home, out of their normal working hours.

Parents wishing to meet with a member of staff should telephone the school office to arrange a meeting. At least 48 hours' notice is normally required. Parents/carers should not expect a member of staff to be able to see them if they arrive in reception and ask to see a member of staff immediately. In such instances, parents will be politely reminded of the need to make an appointment and will be given the school email address or telephone number to allow them to do so.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

### **School rules that apply at all times to all members of the school communities**

- Always be on time.

- Keep your appearance smart and tidy, and wear regulatory school uniform at all times to and from school.
- Rude, derogatory, sexist, homophobic/gendered, racist or defamatory language will not be tolerated.
- Be considerate of your peers and the extended community. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- Be polite and respectful at all times. This applies to staff, other students, any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Unauthorised absence from school will not be tolerated.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Disobeying staff is not tolerated.
- The following items are not allowed in school under any circumstances:
  - Alcohol and drugs including “legal highs”
  - E-Cigarettes, Cigarettes, matches, and lighters
  - Chewing gum
  - Weapons of any kind
  - Material that is inappropriate or illegal for children to have; such as racist or pornographic material
- Gambling is not allowed on school property.

### **3. Drugs**

The trust will not tolerate drug use of any sort on school property or during off-site school activities. The trust takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

#### **Prescription drugs**

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

#### **Non-prescription drugs**

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in school. If they need medication they can go to the school office team.

#### **Medication**

We are aware that it may be necessary for some students to take medication during the school day. Parents should make the school aware of this in writing as soon as their child starts taking the medication.

### **4. Alcohol**

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

**All of these rules also apply when travelling to and from school.**

### **5. Bullying**

Rainham Mark Education Trust wants to make sure that all students feel safe at school, and accepted into our school communities. Our ethos is one of inclusion and equality; bullying of

any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. The trust practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at each school. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider a fixed term exclusion in cases of repeated bullying.

## **6. Disciplinary Sanctions**

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. Rainham Mark Education Trust operates a number of disciplinary measures which can be found in each school's individual policy.

Sanctions are adapted relating to the seriousness and frequency of the behaviour.

## **7. Searching and Confiscation**

Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher or someone who has lawful control of the child can search a student **with their permission** to look for any item that the school's rules say must not be brought into school. Headteachers and other members of staff authorised by them have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers

- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes and e-cigarettes confiscated in school will be destroyed.

## **8. Use of force**

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including themselves); or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Rainham Mark Education Trust does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at each school have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents.

Such serious incidents involving the use of force will also be recorded by the school.

## **9. Attendance**

Regular attendance at school is required by law, and Rainham Mark Education Trust takes attendance very seriously. There is a register taken daily, and disciplinary action will be taken against any students who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in each school's **attendance policy**.

## **10. Uniform and appearance**

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in students, and reduces the risk of distraction in lessons.

The school uniform should be worn by all students in accordance with each school's own policy. Students who come in repeatedly without the correct school uniform on may be sent home to change.

### **11. Regulating student's offsite conduct**

Students who are caught or known to have been misbehaving on the way to or from school, or near the school premises, will be disciplined by the school. This also applies to students who break school conduct during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.

Any off-site misbehaviour could result in sanctions. Each school will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- the effect such an action may have on the other students;
- the extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another student or member of staff;
- whether the misbehaviour was on the way to or from the school or the student was taking part in any school-organised or school-related activity; and
- if it was at a time when the student is in some other way identifiable as a student of the school or might be expected to act as an ambassador for the school.

### **12. Rewards policy**

Rainham Mark Education Trust believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. See Appendix A.

### **13. Complaints**

Each school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see each **school complaints policy**.

### **14. Use of Mobile Phones**

The trust understands that supervised use of technology in lessons can aid learning, but in general the use of mobile phones by students in school is not allowed. The policy is simple: when student step on to the school site, they put their phone in their pocket on silent and do not use it unless instructed by staff to do so as part of an educative process. The sanction for using a mobile phone in school without medical reason or teacher direction is a C3 after school detention. (RMGS).

## Appendix A: RMGS Rewards and Sanctions

### Rewards and Sanctions

The school reward and sanction system is linked closely to the House system which is at the heart of everything we do at RMGS.

### Rewards

The school aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and reward. In recognition of outstanding academic achievement and extra-curricular success teachers may award the following:

- **R1 (Worth 2 house points)**  
Awarded on SIMS by your class teacher or Form Tutor for excellent work, an outstanding attitude to learning or displaying any of the RMGS character traits. This can be recorded by students for their own records in their planners.
- **R2 (Worth 10 house points)**  
Certificates awarded by Heads of Department for excellent achievement in their subject over the course of a term to be recorded on SIMs.

House Colours (R3 and R4) can only be awarded by House Coordinators.

- **R3 (Worth 45 house points)**  
Half Colour.
- **R4 (Worth 90 house points)**  
Full Colour

### House Colours

House Colours are awarded for outstanding achievement across the school and are based on increasingly challenging criteria. They measure commitment, attitude, and ability across a long period of time, and they are the highest House honour it is possible to achieve. They are awarded and recorded by House Coordinators.

Criteria for being awarded Half and Full Colours can be found on the main school website, as well as on the recording sheets by the pigeon holes in the staff room. If a member of your form has achieved something of note from one of the criteria lists, fill out a form with the details of the achievement on the back, and place it into Toby Smith's pigeon hole. If the student's achievement is not listed, but you believe it worthy of recognition, speak to the Head Coordinators.

Badges (for Half Colours) and ties (for Full Colours) are awarded at the nearest House assembly, occurring at the end of each term. Students can receive multiple colours in the same pillar but for different criteria (e.g. 2 Arts Full Colours, 2 Sports Half Colours etc.) and will receive points for both, but not a second badge or tie. Two Half Colours are not equivalent to a Full Colour.

### Prizes

- At the midpoint of each term, any student who has met or exceeded the reward point target automatically will get a postcard home from the Head of Year and a place on the House achievement scoreboard.
- At the end of each term, all students with the necessary reward point score will be sent a congratulatory postcard from their Head of Year and will be entered in to each year group's prize draw with a chance to win one of three £5 online vouchers or £10 book tokens (student chooses). All students entered for the draw will be notified with a virtual entry ticket. The draw will be done at random using a computer programme.



- Winners will receive their voucher via email and a letter from the Headteacher.
- At the end of the year, the three students who have the highest number of reward points in each year group will receive a prize and pole position on the House score board.

### **Sanctions**

Students who fail to meet the required standard of behaviour should expect to receive a reprimand. Persistent and more serious misbehaviour will be dealt with using the following consequences depending on the nature of the incident. The consequences mirror the reward structure with the least serious incidents resolved with a C1 and the most serious a C4:

- C1: Individual teacher detention
- C2: Departmental detention
- C3: Official school detention
- C3.5 Extended official school detention
- C4: Saturday detention, Internal/External exclusion

All Rewards and Sanctions will be recorded on SIMS where House Point totals are calculated, with Sanctions C1-C4 resulting in reductions in House Points of increasing severity. Points for Rewards (R1-R4) will be more heavily weighted than the negative points for Sanctions (C1-C4).

### **Appendix A1: COVID-19 safety measures**

Amendment regarding expected student behaviour for return to school 1 September 2020 in line with government reopening of schools guidance issued 2 July 2020  
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

All of the following amendments are designed to protect all children and staff.

- The school demands students to comply with all instructions regarding social distancing and will ask students to aim for a 2-metre distance between all students. This applies to all situations including whilst students are in their year group bubbles. Where students use a school bus service, they must keep 1 metre+ from other students, wear a mask and practise good hand cleanliness.
- Students will obey instructions to clean their hands all times.
- Any child found damaging sanitising products or washing facilities or abusing supplies of PPE or other materials designed to keep the community safe will be dealt with in the most severe manner using existing school sanctions.
- Any child who deliberately sets out to cause harm or distress to another child through spitting, coughing or touching will be dealt with severely and could be removed from the school site.
- Positive behaviour showing the RMGS character traits will be rewarded in the usual way.

## **Appendix B – Riverside Primary School**

Riverside Primary School is part of the Rainham Mark Education Trust. As such, we adhere to the Behaviour Policy of the Trust, which can be found on the RMET website. This policy details the approaches that are specific to Riverside.

“Our vision is to enable the whole Riverside community to achieve, enjoy learning and aspire to be the best they can be. Our positive “Riverside Attitude” expects everyone to work together, communicate and show respect. We build strong partnerships with parents, carers and other professionals, supporting children’s wellbeing and resilience so that they are safe, healthy and ready to learn. By delivering a fun, rich and varied curriculum, we enable all pupils at Riverside to succeed, engage in their learning, be independent and ready for the next step in their lives.”

Our school motto, developed by the children, is “Happy, Helpful, Hard-working”. This summarises the qualities we expect from everyone in the Riverside Community. We also have seven core values which are promoted throughout the school – these are Enjoy, Achieve, Respect, Resilience, Teamwork, Communicate and Independence.

### **Aims and Objectives**

This policy aims to help staff, parents and other stakeholders to have an understanding of Riverside Primary School’s approach, by:

- defining acceptable standards of behaviour;
- enabling an environment which encourages and reinforces good behaviour;
- promoting self-esteem, self-discipline and positive relationships;
- outlining how rules are formulated and communicated;
- explaining how good behaviour is rewarded and how poor behaviour is sanctioned;
- raising awareness of the systems that can be put in place to support pupils persistently exhibiting behavioural difficulties.

### **At Riverside Primary School we expect:**

- that staff and children are able to teach and learn in a safe, happy, caring and calm environment;
- children to be polite, honest, caring and helpful;
- children to be focused, hard-working and engaged in their learning;
- everyone to be inclusive and welcoming of difference, be keen to discover the world around them and respectful towards all members of the community;
- children to be given the opportunity to develop their own personalities and solve their own problems with experience and guidance;
- everyone to be aware of what constitutes unacceptable behaviour;
- staff to take action whenever unacceptable behaviour is observed or reported.

### **Throughout the school, we encourage:**

- recognition and highlighting of good behaviour as it occurs;
- positive praise and voice intonation;
- comments framed in a constructive manner;
- explanation and modelling of the behaviour we wish to see.

We all refer to the seven values and the concept of ‘Riverside Attitude’ to promote positive behaviour in a consistent way.

At Riverside, we consider any intentional disruptive or aggressive actions to be unacceptable behaviour. These may include but are not limited to:

- verbal abuse/rudeness/unacceptable language;
- physical violence such as hitting, kicking, spitting or biting;
- sexually inappropriate behaviours including sexual harassment or sexual violence;
- peer-on-peer abuse, which may include bullying;
- discriminatory or hateful behaviour related to a person with a protected characteristic;
- refusal to co-operate with instructions or complete work;
- causing disruption to learning, or other sessions such as assemblies;
- deliberately upsetting or provoking others;
- damage, destruction or theft of resources, equipment or displays.

Unacceptable behaviour may also arise from a contravention of items in other policies, such as Anti-Bullying, Safeguarding, Online Safety or School Uniform.

Each incident will be dealt with by applying the appropriate sanction(s), as judged by the adult(s) handling the issue. They will have regard to further documents such as any individual behaviour plans, the Safeguarding Policy (linked to current DfE 'Keeping Children Safe in Education' documentation), the Positive Handling Policy and the SEND/Inclusion Policy, as we acknowledge the school's legal duties under the Equality Act 2010, in respect of pupils with special educational needs and disabilities. Where a child's additional needs impact on their behaviour, support will be put in place and consideration will be given to how and when appropriate sanctions should be applied.

At all times, it is important that we praise or discourage the **behaviour** rather than the **child**, and acknowledge that the child has the power to change their behaviour for the better.

### **In class**

We expect that quality first teaching will ensure good behaviour through good classroom management and a variety of teaching methods and adapted approaches. At the beginning of each school year, teachers work with the children and support staff to write a set of rules for use in their own classrooms. These are then displayed for all to see.

### **Rewards:**

All class teachers have access to Class Dojo, an online programme which allows staff to award points for positive behaviours linked to our school value words and having "Riverside Attitude", and possibly other areas, based on the needs of the class. Teachers can plan rewards for their classes, to be given based on the total number of points earned by either individuals or the class as a whole. These can be immediate or built up over time, for example towards an end-of-term treat. Parents will be invited to log in to Class Dojo or download the app, which will enable them to see when their child receives points.

Children who have completed work to an exceptionally high standard or otherwise achieved something special should be sent to see the Headteacher, who will reward the child personally and may send a postcard home in recognition.

Individual children with behavioural needs may have their own separate reward system, which will be personalised and designed to target specific issues.

### **Other ideas that may be used to promote and encourage positive behaviour:**

- rewards for individuals or the whole class – golden time, earning privileges, ‘Catch Me Cards’, marbles in a jar, raffle tickets, stickers or stampers, certificates in achievement assemblies;
- careful seating arrangements designed to minimise difficulties arising from problematic relationships, including the use of individual workstations or screens where needed;
- praising children for working well and following rules, whilst ignoring negative behaviour if this is to gain attention (unless children are at risk from it);
- use of a common language: having “Riverside Attitude”, being “Ready to Learn”, controlling your “Red Beast”, showing “Good Listening” etc, and visual cues/signs to indicate these;
- the use of PSHE and ‘Circle Time’ to discuss behaviour-related topics, problems or any other issues, either hypothetical or as a result of real situations;
- counselling sessions, therapeutic work, ELSA or FRIENDS groups and other interventions run and time tabled by trained school staff;
- working with parents/carers in devising ways to develop positive behaviour, such as the use of behaviour logs, sticker charts or ‘Golden Moments’ books passed between home and school.

### **Sanctions:**

Any child behaving unacceptably will receive an initial warning and a reminder about the expectations. If a further warning is needed, the child will have their name written on the board. Subsequent poor behaviour will result in a cross being placed by the child’s name. One cross will mean 5 minutes lost from the next break or lunchtime. Further crosses may be added if the poor behaviour continues, up to a maximum of three crosses, denoting 15 minutes lost. For children in Year R and some older children with additional needs, this sanction may take the form of a short ‘time out’ such as sitting on the ‘Thinking Chair’. At the teacher’s discretion, children may be able to earn time back by showing a significant improvement in their behaviour. Should there be further misbehaviour beyond the three crosses, the child will be exited to another classroom, escorted by an adult. They should remain in the exit class for 15 minutes, or until the end of the session – whichever is sooner. They are expected to apologise to the class and adults on their return. If the child refuses to exit and this causes more distress or greater risk to the other members of the class, then the rest of the class will be taken to a vacant part of the school, such as the conservatory, whilst an adult remains with the child.

The above procedure may be overridden at the discretion of the teacher, should the seriousness of the behaviour warrant an immediate exit, or if there is a safety risk to the child or others. Each classroom will have a laminated red card available in an accessible part of the classroom with ‘Help needed in x class’. This can be taken by a responsible child to summon additional support from elsewhere in the school.

If a child has displayed significant inappropriate behaviour during the day, the teacher will inform the parent/carer, either in person at the end of the day, or by telephone. The Headteacher may also speak to children whose behaviour has been unacceptable to this degree, and they may spend time sitting outside her office as an additional sanction. If necessary, children will be asked to face away from distractions in order to ensure that they are able to reflect on their behaviour appropriately. If a child’s behaviour is so poor that the Headteacher (or in her absence, a member of the SLT) is required to deal with them, parents will be notified in writing.

If a child has not completed class work due to poor behaviour, the missed work will be completed at an appropriate time outside of usual learning hours, eg. breaktime/lunchtime, either with the class teacher or outside the Headteacher’s office, or it will be sent home for

the child to complete. We expect parents/carers to support us with this, ensuring that their children make the best possible progress.

All classes have a 'Behaviour and Wellbeing' file, in which any concerns or incidents in this area are recorded. These files are checked by Senior Leaders at least three times a year. Serious incidents are also monitored closely by Senior Leaders and the appropriate action is taken if patterns are spotted or if a child is displaying significant difficulties with their behaviour. If a child is displaying particularly challenging behaviour, an individual behaviour plan and/or risk assessment may be drawn up for the child. This should be available to and followed by all school staff, and will be reviewed on a regular basis.

If behavioural issues continue after an agreed period of time, then an appointment will be arranged for the parent/carer to meet with the Inclusion Manager or Headteacher to discuss the next steps that need to be taken. This may include seeking advice from other professionals, such as the Educational Psychologist.

If the child continues to display unacceptable behaviour after staff have implemented appropriate strategies, and they are preventing other children as well as themselves from learning, the Headteacher will ask the parents to come into school. The Headteacher may decide to notify a Fixed Term Exclusion (refer to Exclusions Policy). This step may also be taken after an individual incident of an extremely serious nature.

### **Playtimes and lunchtimes**

Staff on duty will ensure that all areas of the playground (including the field when in use) are supervised. They will teach the children the rules of outdoor games, join in with the children, encourage correct and safe ways of playing and promote good social interaction. Adults should also monitor any particularly vulnerable children, including those who are quieter and find large groups of noisy children a worry. There are quiet areas available for these children, and children with the relevant needs have use of the Rainbow Room. Strategies for individuals with particular behavioural needs are shared with all staff to ensure a consistent approach. Dojo points can be awarded to children who are behaving well. Older children are encouraged to be role models for good behaviour and may also be trained as Play Leaders.

In the lunch hall, a traffic light system is used to monitor noise levels and there are reminders on display of the expected behaviours. Dojo points are given out to reward children who are behaving well.

#### **Sanctions for play/lunch times include:**

- the staff on duty speak to the child and explain why the behaviour isn't acceptable;
- staff on duty may ask the child to remain alongside them in the playground for period of time;
- alternatively, staff may give children a 'time out' by asking them to stand against the wall of the school building;
- children may be required to miss time from break or lunch, either with their teacher or sitting outside the Headteacher's office, in accordance with the seriousness of their behaviour. If an incident occurs at the end of the lunch break, children may miss time from their play on the following day;
- class teachers are informed of any incidents of unacceptable behaviour at the end of break or lunchtime, so that they can take any further action that may be required;
- staff use their initiative in deciding if an individual incident is serious enough for the SLT to be involved;
- names of children with repeated poor behaviour at playtimes should be passed on to the SLT. Additional approaches such as Passports to Play may be considered in these cases.

### **Before and After School Club**

We expect the same standards of behaviour in this club as we do throughout the school day, and the adults running the club will give rewards and apply sanctions accordingly. Class teachers and the SLT should be informed of any children whose behaviour in one of these sessions has been unacceptable. If any child displays repeated poor behaviour, the school reserves the right to withdraw their place, as per the terms and conditions.

### **Nursery Children**

Children in the Nursery who have behaved unacceptably will be spoken to by members of the Foundation Stage staff with whom they are familiar. They will have time out, eg. on the 'Thinking Chair', in their classroom and are expected to apologise where appropriate. No child at nursery age can be exited without being accompanied by an adult and an understanding of why they have been exited.

Ongoing issues with behaviour will be discussed with the parents/carers and a plan of action agreed. If behaviour is persistently poor, then a meeting will be held with parents, staff and the Headteacher. The school has the right to review the time non-statutory age children can attend.

Nursery staff will record observations of behaviour.

The school will endeavour to help families access support through external services in cases where behaviour is a significant issue for children below school age.

### **If a child runs away from an adult**

The child **should not** be pursued unless they (or others) are in immediate danger. Doors in the building should be shut down to ensure the child can remain safely in school. An adult should observe (from a distance if appropriate) and approach slowly as the child calms. If a child leaves the school premises without permission he/she should be shadowed by an adult whilst the parents and police are notified. The Positive Handling policy will need to be implemented if a child is at risk of harm, eg. near a busy road.

### **Adult behaviour and expectations**

At all times we expect that adults, older siblings and visitors on our school site will behave in an acceptable manner and set a positive model of behaviour for the children. Any adult or older sibling who behaves inappropriately risks being excluded from the school building and grounds. Verbal and physical aggression will not be tolerated and will be reported to the appropriate authorities.

We expect parents/carers to work together with the school to implement the behaviour policy, as stated in the Home School Agreement which is signed when their children are admitted to the school and on an annual basis thereafter. Children also sign their part. Parents/carers should not attempt to resolve an issue between their child and someone else's child by speaking directly to them. If there is a problem, always speak directly to the child's class teacher who will try to resolve any issues. It is unacceptable to chastise other people's children on school premises and such behaviour may lead to a ban from the school site.

There may be incidents, which involve disagreements between pupils, where it is unclear which child is at fault. In these cases both parties will need to accept the consequences of their behaviour.

In some instances, parents/carers may not be fully aware of the action taken by the school against negative behaviour because of the need to keep details confidential. Should any parent/carer wish to discuss behaviour issues with their child's teacher, making an appointment is advised to ensure time for a thorough discussion. The Headteacher

operates an open-door policy and is available should parents/carers wish to discuss behaviour issues with her.

Further guidance on managing behaviour can be found in our Positive Handling Policy and in the section of our SEND/Inclusion Policy that refers to strategies used for children in our ASD provision.

Reviewed September 2021

## **Appendix C – Twydall Primary School**

**All adults are responsible for all children's behaviour all of the time.**

### **Intent**

In Twydall Primary School we aim to promote mutual respect and co-operation between all members of the school and seek a calm, working atmosphere so that children feel emotionally safe, can concentrate, and can maximise time spent learning and achieving. Consistent implementation of this Appendix is a key element of our strategy to raise achievement both academically and also in terms of personal attitudes and development. The 4 C's- Care, Courtesy, Commitment and Consideration, underpin everything we do.

At Twydall Primary School, the high standard of behaviour that we expect is based upon our 4Cs which are displayed around the school. The 4Cs are discussed and are used as a weekly focus for assemblies.

- **Care**
- **Courtesy**
- **Commitment**
- **Consideration**

### **Implementation**

**The ultimate goal for behaviour for learning is that the child returns to learning behaviour as soon as possible.**

- Positive ethos, positive relationships, positive language, positive behaviour management strategies and good teaching are the key to positive behaviour. (See Appendix 1) □ Behaviour is learnt. Address the behaviour NOT the child.
- Children need clear, consistent boundaries.
- Behaviour for learning is based on choices. There are always consequences for choices. Good choices lead to positive consequences. Poor choices lead to negative consequence.
- All adults should make an effort to get to know and respect the children as individuals who may be at different points in their development of maturity and emotional intelligence, with very different experiences of life.
- All adults should be aware that they are role models and should model good relationships and ways of interacting with others.
- All staff should build positive behaviour management strategies into their teaching and support, preventing and pre-empting possible difficulties.
- The emphasis should always be on 'catching students being good' in order to raise self-esteem and their personal expectations - so rewards and praise should always outweigh consequences.
- The aim is that children are able to control their own behaviour, seeking intrinsic rewards such as pride in their work, teamwork or helping someone.

### **School systems Positive Rewards**

- Positive praise – when they are demonstrating the 4 Cs.
- Give teachers stickers
- Give House Tokens for following the 4 Cs
- Tell parents when a child has followed the 4 Cs
- Display work/send work to show in another class/send work to show a member of SLT
- Move child's name up to gold for following the 4 Cs



## Going for gold

Sad face Smiley face Silver Star Gold Star



### Good choices

- Each child has their own name tag in class
- Each day the child starts on the smiley face
- If a child is consistently following the 4 Cs they can move their name up to the silver star.
- If they continue they will move up to the gold star. They immediately earn a token for their class

Golden behaviour is something to aspire to and should be reached only by those that are:

- consistently trying
- make huge improvements in efforts
- demonstrate a rule above and beyond

Sad face Smiley face Silver Star Gold Star



### Poor choices

- If a child is moved up to silver or gold and then break a rule they can be moved back down.
- If a child is not following the 4 Cs they will receive a warning.
- If they persist they will move down to the sad face. **THE GOAL NOW, IS TO EARN THEIR WAY BACK TO THE SMILEY FACE BY FOLLOWING THE 4 CS. THIS NEEDS TO BE ENCOURAGED BY THE ADULTS.**

## Positive House Tokens

Each class has four tokens tubes, one for each house (Dahl, Donaldson, Morpurgo, Rowling). Children can earn tokens for the following:

- Moving to gold in class
- The child is observed consistently following the 4 Cs around the school
- Good quality work

House tokens are collected on a weekly basis by House Captains, the winners are announced in assembly on a Friday and the house board updated. The house with the most tokens each term is given a free tag day.

## Weekly Effort and merit certificates

Effort Certificates – Each class should award 1 boy and 1 girl an effort certificate per week to be given out in celebration assembly on Wednesdays. Teachers should keep a record and ensure that each child receives one.

Merit Certificates – these are given out to one child per week for outstanding contribution to the school community – link to the 4 Cs or BLP.

## Attendance certificates and attendance wall

**Weekly Attendance** percentages for each class are shared in assembly and stars placed on the display boards.

**Attendance certificates** are given out to children that achieve 100% attendance on a termly basis. Their photo will also go on the 100% wall.

**Attendance Mascot** - the class that has the highest percentage for attendance the previous week will earn the attendance mascot for the week. The expectation is that the children will photograph the Mascot joining in activities in class throughout the week, report back in the following assembly.

### **Routines around the school**

Children should be in class and learning during lesson time. They should only be sent out of class, for a good reason and where possible in sensible pairs.

- Teachers should ensure a calm start and end to the day
- Parents are not allowed into the building via students' entrances except when invited by a teacher. All other parental contact to be made through the General Office so that teachers can concentrate on ensuring a calm start to the day.
- Time-out should be logged (time, what for etc.) in class behaviour books for monitoring

### **Assemblies**

Assemblies provide an opportunity to celebrate and reflect upon learning behaviour in relations to SMSC themes. An appropriate atmosphere should be created to allow for respect and reflection from the moment the children line up in their classrooms.

- Adults will bring the children in silently and promptly for the start of assemblies, seat them and maintain silence but positive attention for good behaviour
- Adults should model silent behaviour
- All adults are responsible for all children's behaviour and should monitor and intervene with children near them
- Adults should lead their children out silently.

### **Corridor and Lining up**

We need to apply the same principles to any corridor and lunchtime behaviour – constantly. All adults should be promoting good behaviour by giving out house tokens for good out of class behaviour.

- Children should line up silently
- Children should walk down the corridor silently as staff member and children are still working
- Adults should be prompt in picking their children up at play times and lunch times and insist on silent lining up

### **Lunchtime**

- Children receive praise for following the 4 Cs.
- Children are given house tokens
- Time out benches are used for students who display poor behaviour

### **Racist Incidents**

All racist incidents are recorded on CPOMS and investigated internally.

### **Internal Exclusion**

At the discretion of SLT a child displaying poor behaviour may be moved in to another class. The DHT/SEN Admin **MUST** always be informed so that this is recorded on SIMS. (Please see Appendix 2 for Internal Exclusion Appendix)

### **External Exclusions**

External exclusions should be used as part of a positive approach to behaviour management. Only the Headteacher (or deputy Headteacher in the absence of the Headteacher) can exclude a child. The decision to externally exclude is always based upon

individual circumstances, with consideration to what is in the best interests of the child and in line with guidance from the learning authority. (See Appendix 3 for External Exclusion Appendix).

### **Challenging Behaviour**

As a trauma informed school we are aware that children may find it more challenging to follow 4 Cs than others for many reasons:

- Changes in circumstances at outside of school
- Require more structure
- Emerging medical conditions (ADHD, Autism etc)
- Difficulty accessing the work
- Developing social, emotional needs

In this instance please refer children to the inclusion manager during an in school review, directly to the SENCO, Deputy SENCO or directly to the DHT. The children's behaviour needs will be evaluated and the following monitoring and/or interventions may be used to support the child in overcoming barriers.

- Behaviour observations
- Strengths and weaknesses questionnaires
- Behaviour plan
- Social skills group
- Short target card for behaviour
- Referral to the school counselling service
- The learning mentor
- The LA behaviour and inclusion team
- Educational psychology services
- NELF – NHS child mental health service
- Arrange a multi-disciplinary Preventing Exclusions Meeting with the parents
- Implement a EHA

### **Positive Handling (see positive handling Appendix D)**

#### **Proactive Physical Interventions**

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Behaviour Plan. Examples of this are where a student has shown regular patterns of behaviour, which in the past have led to the child becoming more distressed and physical. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

#### **Reasonable and Proportionate**

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should withdraw to allow someone else to lead or support with the outcome of the situation. Where staff act in line with the school positive handling Appendix they will be supported. It is not reasonable to use positive handling simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk.

### **Monitoring and Evaluation**

Learning behaviour around the school will be monitored by the CLT and SLT members through

- informal observations before school, break times, lunchtimes and assemblies
- lesson observations

- analysis of o behaviour log books o racist incidents
  - bullying incidents see bullying Appendix o Internal and external exclusions
  - progress towards behaviour targets in behaviour plans IEPs or ISPs

These are analysed by gender, SEND and ethnicity to ensure the Appendix is being applied in a fair and balanced way.

### **Appendix statement on Equality and Community Cohesion**

- Working within this Appendix we aim to make sure that no-one experiences less favourable treatment or discrimination because of their 'protected characteristics' as follows:
    - Their age
    - A disability
    - Their ethnicity colour or national origin
    - Their gender
    - Their gender identity (they have reassigned or plan to reassign)
    - Their marital or civil partnership status
    - Being pregnant or having recently had a baby
    - Their religion or belief
    - Their sexual identity and orientation
- (Equality act 2010)*

### **Positive Behaviour Strategies/Positive Language**

There are many ways we can promote good behaviour e.g. through

- A challenging, appropriate and exciting curriculum
- good teaching with good pace and an appropriate level of challenge so children are engaged throughout (reducing opportunities for mischief)
- interesting lessons which engage the students and give them a sense of success
- the teacher circulating to keep children on-task and maintain contact (eye, voice, proximity)
- good classroom organisation and management - well-organised equipment, well-laid out to allow movement and for the teacher to see everyone
- clear expectations and routines – say what you want e.g. expect children to sit in their seats and to put up their hands to ask for help (not calling out)
- creating a classroom climate where children feel listened to, valued and fairly treated

Our behaviour policy has been influenced by the work of Bill Rogers and Paul Dix. We have adopted many of the techniques they have promoted. The non-verbal cues developed by RWI are used to effectively manage classroom practices. We have adopted for example a no hands up rule and a one, two, three movement strategy.

### **Internal Exclusion Appendix 2015**

This Appendix has been devised to reflect the implementation of the exclusions- related provisions of the Education and Inspections Act 2006 and is informed by the DCSF guidance relating to exclusions 2007. At Twydall Primary school we aim to

- promote positive behaviour
- support student's behaviour with early intervention
- regularly review Behaviour Management Plans (where applicable)

#### Purpose

- Internal exclusion is a consequence for poor and escalating behaviour.

- It is a planned strategy in response to a serious incident involving students, staff or property in school.
- It is a planned strategy in response to continued incidents when once already existing consequences and all other strategies have been applied and the behaviour has continued.
- The aim is to avoid fixed term exclusion with the intention that the consequences of inappropriate behaviour are managed confidently and consistently within the school setting. Fixed term exclusion may have a negative impact upon the student's school record and, instead, an internal exclusion can equally reinforce the need to accept responsibility for the consequences of inappropriate behaviour in school.

### Procedure

The decision to apply an internal exclusion must be made by a member of SLT.

Once the decision to internally exclude has been made by the SLT

- The SLT member must inform the parent.
- The behaviour log book must be updated with the consequence.
- The period of internal exclusion can be from one lesson, one session or one day.
- Internal exclusions will normally take place in another class in another year group.
- Normal class work for the lessons that the child would normally have sat must be provided by the class teacher.
- The child must meet with a member of SLT before reintegration back into class, normally on the following day.
- At break times and lunch times children that are on an internal exclusion should remain inside and complete recreational non-work based activities e.g. reading/ drawing etc.
- There may be a need for regular staff changeover during this period. It is also important that staff manage this time with a serious disposition. The child and the rest of the class need to be aware of the gravity of the situation and that improvement must be made.

### Decision to apply internal exclusion

A Consequence of Internal exclusion may be applied if the child;

- Has disturbed considerable learning time for adults and children
- Has been abusive to adults
- Has had persistent disruptive behaviour and is not responding to behaviour rewards and consequences
- Has endangered themselves or others as a result of their actions - If an external exclusion is not appropriate - Has harmed a child physically or emotionally.

This list is not exhaustive. Other circumstances may arise where a member of SLT may decide that an internal exclusion is an appropriate consequence depending on the degree of behaviour.

### **Appendix 3**

#### **External Exclusion Appendix**

Exclusion from school may be used in cases where a child has wilfully acted in a way which merits such a course of action. Reasons for exclusion fall into the following categories:

- An unprovoked violent attack on a student resulting in injury
  - Physical attack on an adult
  - Persistent bullying, racism, sexism or harassment (which causes significant distress)
  - Very dangerous or irresponsible behaviour e.g. on a school trip
  - Bringing an offensive weapon in to school
  - Bringing drugs or drugs paraphernalia in to school
  - Major theft or vandalism
  - Leaving the site without consent (away from the immediate boundaries)
- 
- The Parent/carer has a duty to ensure that their child is not present in a public place in school hours during this exclusion unless there is a reasonable justification for this. The Parent/Carer may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified date/s. If so, it will be for them to show reasonable justification.
  - The school will set work for the child to complete during the exclusion. Please ensure that work set by the school is completed and returned to us promptly.
  - The Parent has the right to make representations to the Governing Body. If they wish to make representations please contact the Chair of Governors via the school as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations the Parent/Carer makes and may place a copy of their findings on the child's school record.
  - Parents will also be aware that if they think the exclusion relates to a disability their child has, and they think disability discrimination has occurred, they have the right to appeal, and/or make a claim, to the SEN and Disability Tribunal (SENDIST).
  - A reintegration meeting will be held on the morning that the child returns to school with a relevant Senior Member of Staff or a member of the Inclusion Team. The purpose of the reintegration interview is to discuss how best the child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order.

Parents/Carers also have the right to see a copy of the child's school record. Due to confidentiality restrictions, they will need to notify the Headteacher in writing if they wish to be supplied with a copy of their child's school record.

Appendix C - Twydall Primary School updated March 2020

## **APPENDIX D – POSITIVE HANDLING (PRIMARY SCHOOLS ONLY)**

For the purposes of this appendix, the phrase 'Positive Handling' is used to refer to a physical intervention by an adult in which they restrain, move or otherwise have physical contact with a student in order to prevent injury, harm, or destruction of property. Positive Handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation where the need for Positive Handling is immediate and there are no equally effective alternatives.

### **Aims**

- To protect every person in the school community from harm.
- To protect all students against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate use of Positive Handling and know how to deal effectively with violent or potentially violent situations.
- To use the minimum degree of force necessary to accomplish a positive outcome.
- To give full support to staff who have been required to use Positive Handling.
- To maintain accurate records of incidents where Positive Handling has been used.

Adhering to the principles and procedures referred to in this policy statement is part of effective practice and should minimise risk to young people in our care and enhance our own self-protection.

### **Legal Framework**

Positive Handling should be limited to emergency situations and used only as a last resort. Under Section 93 of the Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force, as do other people whom the Headteacher has temporarily put in charge of students, such as unpaid volunteers or parents accompanying students on a school organised visit. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. Staff can also use reasonable force to search students for prohibited items, such as weapons, alcohol, tobacco or other drugs, stolen items, fireworks or pornographic material.

There is no legal definition of 'reasonable force'. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. Reasonable minimal force must therefore be a matter of personal judgement.

### **Why use restraint?**

Positive Handling is the positive application of force. The proper use of Positive Handling requires skill and judgement, as well as knowledge of non-harmful methods of restraining. It is only likely to be needed if a student appears to be unable to exercise self-control of emotions and behaviour.

The decision to use Positive Handling as restrictive physical intervention must take account of the circumstances and be based on an assessment of the risks associated with the intervention, compared with the risks of not employing a restrictive intervention. The aim of Positive Handling is to avert danger by preventing or deflecting a student's action, either by making physical contact with the student or by removing a physical object, which could be used to harm themselves or others. Positive Handling may also involve the use of physical contact to support the student in returning to a calm state, especially where it is known that the student responds well to this (e.g. children with ASD who seek deep pressure when

hyper-aroused). Any hold used should be eased by degrees as the student calms down. The physical intervention must only employ a reasonable amount of force – that is, the minimum force needed to avert injury or damage to property, or to prevent a breakdown in discipline – applied for the shortest period of time.

The legal framework enables trained staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a student from:

- committing an offence
- causing personal injury to, or damage to the property of, any person (including the student himself)
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its students, whether during a teaching session or otherwise.

Examples of situations that fall into one of the first two categories are:

- a student attacks a member of staff, or another student
- students fighting
- a student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a student is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a student absconds from a class or tries to leave school (and would be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category are:

- a student persistently refuses to obey an order to leave a classroom
- a student is behaving in such a way that is seriously disrupting a lesson, or other session e.g. an assembly.

The staff within the Trust are aware of their responsibility to take reasonable action to ensure students' safety and well-being. They recognise that the use of Positive Handling is only one of the strategies available to secure this and to maintain good order and discipline. It is not possible to define every circumstance in which Positive Handling 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 Trust Behaviour policy when dealing with disruptive behaviour. This policy should therefore be read alongside the Behaviour policy and the Safeguarding/Child Protection policy. Please see also the DfE Guidance booklet "Use of Reasonable Force" (July 2013).

### **Risk Assessment**

Although most students at the Trust schools will never require any form of Positive Handling, staff may at times have to deal with some students who exhibit highly distressed, aggressive or violent behaviour. It is therefore necessary to carry out risk assessments within the school and put in place strategies to minimise risks in identified locations. We will attempt to reduce risk by managing the environment, our speech, actions and body language.

If we become aware that a student is likely to behave in a disruptive way and may need Positive Handling on more than one occasion, we will create an individual profile or behaviour plan, which specifies:

- ways of managing the student (e.g. identify possible triggers, describe strategies which work well to de-escalate a conflict and minimise the need for positive handling; holds to be used if necessary)
- involvement from parents to ensure that they are clear about the specific action the school might need to take



- staff briefings to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- any medical factors to be considered.

### **Implementing Positive Handling**

All staff need to be aware of strategies and techniques for dealing with difficult students and steps which they can take to defuse and calm a situation. However, in incidences where no other strategy has been successful, staff will positively handle the student as necessary.

Physical intervention can take several forms. It might involve staff:

- physically interposing between students
- blocking a student's path
- leading a student by the hand or arm
- shepherding a student away
- holding, pushing or pulling a student
- using more restrictive holds when absolutely necessary.

Before touching the student, the member of staff should advise the student calmly and repeatedly about what they are going to do and why, and how the student might change their behaviour, in order that the intervention would become unnecessary. Any other students and adults present should also be warned. However, we recognise that in emergency situations, such as a student about to run into a road, physical intervention may be necessary as a matter of urgency and there may be no time for staff to implement other strategies or give an appropriate warning. Wherever possible, a second adult should be called to reduce the risk of the member of staff or student suffering bodily harm and/or to act as a witness if allegations of assault are made later by the student. If possible, any other students should be removed from the immediate location.

While intervening, the member of staff should:

- employ the minimum physical force necessary for the minimum period needed
- offer verbal reassurance to the student
- give simple, clear choices as to how the student could behave in a manner that would avoid the need for physical intervention
- avoid threatening or committing any act of punitive violence
- keep his or her temper
- ensure the student experiences minimum discomfort, e.g. by leading them to a soft surface.

### **Types of restraint which may be appropriate:**

- physical contact with a student designed to control their movements, either to move them away from danger or prevent them from causing harm (e.g. holding their hands, holding their arms against the side of the body, wrapping the student)
- holding or blocking a student's arms or legs to prevent/restrict striking/kicking
- using sufficient physical force to remove a weapon/dangerous object from a student's grasp, or to remove their shoes
- physically preventing a student from exposing themselves to possible danger by leaving the premises.

Examples of specific holds which staff are trained to use are detailed in the Team Teach training booklet.

**Restraint must NEVER:**

- involve hitting or otherwise attacking the student
- deliberately inflict pain on the student
- restrict the student's breathing
- put pressure on joints or other vulnerable areas such as the throat or head
- involve contact with sexually sensitive areas
- involve the student being placed face down on the floor.

If restraint is required for an extended period (more than approximately five minutes), a senior member of staff must monitor the situation closely with a view to safeguarding the student and the staff concerned.

**When not to use physical restraint**

Staff must always use their judgement in deciding whether a situation warrants the use of physical restraint. There are occasions when staff should not intervene without help. Assistance should be sought when dealing with:

- a physically large student
- more than one student
- a situation where the staff member believes that they or the student may be at risk of injury.

In circumstances where the member of staff has decided that it is not appropriate to restrain the student without help they should:

- remove other students who might be at risk
- summon assistance from colleagues
- if necessary, telephone the police
- inform the student(s) that help will be arriving
- continue to attempt to defuse the situation orally, and try to prevent the incident from escalating, until assistance arrives.

**Recording**

Staff should record all incidents of Positive Handling and report these to the Headteacher or a member of the SLT. Full details of the physical intervention should be recorded in the school's official log of incidents.

Details should include:

- name of student(s)
- staff member(s) involved
- factors necessitating Positive Handling
- strategies which were employed prior to using physical intervention
- nature of physical intervention used
- outcomes of the intervention
- any other action taken in the management of the incident

Details of the lead-up to the incident and any other information should be recorded in the class Behaviour and Wellbeing log. Parents/carers should be contacted as soon as possible and the incident explained to them. This action should also be recorded. Any medical support required should be provided, as should debriefing/reflection time for all those involved. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided, and create/amend risk assessments where necessary.

## **Training**

It is the responsibility of the Headteacher to arrange training or guidance for staff and maintain an up-to-date list of authorised staff. All staff should be aware of who the authorised staff are and should be fully informed of the school policy.

There are **no** government approved training techniques for Positive Handling. Riverside Primary School uses the training provided by **Team-Teach Ltd** to support the staff with Positive Handling techniques. Additional advice and support on managing behaviour can be sourced through a range of other professionals such as the Educational Psychology Service.

The Head teacher should identify people, other than school staff, whom they wish to authorise to have control or charge of students and therefore be able to use force if necessary. Authorisation may be on a permanent or long term basis, or short term for a specific event such as a school trip. The Headteacher should explicitly inform the people concerned, and ensure that they are aware of and properly understand what the authorisation entails.

## **Complaints**

We all have a duty of care to the students in our Trust and cannot escape our legal responsibilities by avoiding taking appropriate and necessary action. In keeping with our home/school partnership, we will inform all parents/carers of our policy on Positive Handling. Involving parents/carers when an incident occurs with their child, together with a clear policy adhered to by the staff, should help to avoid complaints. It will not prevent all complaints, however, and a dispute about the use of force by a member of staff could lead to an investigation, either under disciplinary procedures or by the Police and/or Social Services under child protection procedures.

Staff who have been subjected to physical violence or assault have the right to be supported in making a formal complaint to the police should they choose to do so, and, if necessary, taking private action against an assailant.