

# BEHAVIOUR POLICY AND PRINCIPLES



**CLAINES**  
CE PRIMARY SCHOOL

AT CLAINES CE PRIMARY SCHOOL, WE HAVE A STRONG COMMITMENT TO ENSURING CHILDREN FLOURISH AND SUCCEED TOGETHER AS PART OF A STRONG SCHOOL COMMUNITY. DRIVEN BY SOME OF OUR KEY VALUES OF RESPECT AND COMPASSION, WE ARE INCLUSIVE AND COMMITTED TO THE INDIVIDUAL CHILD. WE AIM FOR A SCHOOL WHERE EVERYONE IS TREATED WITH DIGNITY AND VALUED FOR THEIR PLACE IN OUR COMMUNITY AND THE WIDER WORLD. AT THE HEART OF OUR LEARNING, ARE THE VALUES OF PERSEVERANCE AND COURAGE. WE STRIVE FOR EVERYONE TO HAVE GREAT ASPIRATIONS: ENSURING NEW CHALLENGES ARE MET WITH CONFIDENCE AND 'NO ONE SETTLES FOR LESS THAN THEIR BEST'.

WE DO ALL OF THIS WHILST FOLLOWING IN THE FOOTSTEPS OF CHRIST.

**Approved by:** Full Governors

**Date:** 7.10.19

**Last reviewed on:** 27.9.21

**Next review due by:** September 2022

# SCHOOL BEHAVIOUR POLICY [INCLUDING ANTI- BULLYING AND POSITIVE HANDLING]

You own your own behaviour.  
You can make your own choices.  
Every moment is a new moment.

This policy deals with the promotion of good behaviour in school. It includes the standards to be expected, how these are managed and how any unacceptable behaviour would be put right. It sets out the school's position on bullying and how it should be dealt with. It also takes into account the outcomes of the Every Child Matters agenda, being safe, healthy, enjoying and achieving and making a contribution.

## PRINCIPLES

The staff and Governors of Claines CE Primary School believe that the promotion of good behaviour is essential to our vision of being 'Stronger together', thus enabling children to grow, flourish and learn, where each child is valued as an individual.

- To ensure that the management of pupils is consistent, equitable and reasonable.
- To develop in pupils a sense of self-discipline and self-esteem and an acceptance of responsibility for their own actions.
- To provide a happy and welcoming environment with a sense of community and a feeling of pride for all those involved with Claines C.E. Primary School.
- We aim to provide a caring environment, where the safety and well-being of every child is of paramount importance.
- To develop tolerance, respect, compassion and consideration for others in all our relationships.
- We aim for all members of the school community to work together to promote good behaviour, promoting a caring and sharing Christian ethos.
- We do not tolerate bullying, racist, sexism, sexual harassment, sexual violence or homophobic behaviour at Claines CE Primary School.
- To develop an ethos where no one settles for less than their best.

## **RIGHTS AND ENTITLEMENTS OF PUPILS**

- To full access of the curriculum whilst taking into account their individual needs.
- To experience a caring, teaching and learning environment in which staff support, encourage and challenge pupils.
- To a climate that allows them to perceive learning as enjoyable.
- To a school that recognises individual rights and responsibilities and attempts to establish a culture where respect for others and property is important and encouraged.
- To be encouraged to express their feelings and opinions in an open, honest and polite way and to listen to and respect others' opinions
- To progress through our school where they are given opportunities to be involved in a shared responsibility for their achievements.

We recognise that we have a responsibility to ensure that all pupils appreciate that they have a contribution to make and a role to play within our school community.



Extreme behaviours also include racism, sexual harassment, sexism, sexual violence, bullying and homophobic behaviour.

Our school's response will also be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Whilst we won't tolerate any extreme behaviour, we'll support and listen to all of the pupils involved. Any alleged perpetrator(s) will be offered support, so that they can change their behaviour.

### **Persistent Unacceptable Behaviour**

In the event of persistent unacceptable behaviour children may be excluded from school temporarily for a fixed term. Very rarely extreme behaviour, which involves violence and abuse to people or property, can result in permanent exclusion. Procedures for exclusion and appeal are laid out in the Local Authority's exclusion policy.

### **Partnership with Parents**

We seek the full support of this policy from all parents and expect them to work in partnership with us to promote good behaviour as set out in our Home School Agreement. We aim to establish and maintain effective two-way dialogue with parents and we encourage the sharing of concerns at an early stage. Parents are informed that day if their child has been in time-out, usually in person, in order to emphasise our shared approach and our zero tolerance of aggression.

### **Accountability**

The Headteacher, with the support of all the staff, has overall responsibility for the implementation of this policy.

### **Monitoring and Evaluation**

The policy is monitored by staff through regular discussion and by the Governing body through visits to the school and receiving reports from the Headteacher. Its effectiveness will be reviewed in discussion on an annual basis. Governors will evaluate the effectiveness of the policy both through visits and reports to Governor meetings.



## ANTI BULLYING POLICY ADDENDUM TO BEHAVIOUR POLICY

We are aware that bullying occurs from time to time in every school. Bullying is a label for the behaviour, not the child. Retaliation is not an acceptable way of dealing with aggression. It is important that all incidents are dealt with promptly and sanctions applied to the aggressor by teaching or non-teaching staff.

It is important to differentiate between bullying and 'one-off' incidents, although the latter will always be taken seriously. All staff listen to children. Children are encouraged to tell their teacher if they are being bullied, or think another child is being bullied.

Bullying behaviour may be:

hitting, kicking, pinching, spitting or being threatening, name calling (including racist or gender related remarks), constant teasing, aggressive 'play', spreading rumours, deliberately damaging another child's property, repeatedly excluding a child by not talking to them or letting them join in, **including cyber bullying, specifically involving mobile devices, the internet and social networking sites.**

- All staff should be alert to signs of bullying.
- Incidents are recorded in a teacher's or lunchtime supervisor's records.
- When bullying behaviour is detected the incident will be taken seriously and action taken quickly.
- Support and advice will be given to the victim.
- Appropriate sanctions will be applied to the 'aggressor'.
- The class teacher, head teacher and deputy head teacher will all be informed.
- Both sets of parents will be informed.
- Subsequent behaviour of the child/children will be closely monitored.



## POSITIVE HANDLING POLICY ADDENDUM TO BEHAVIOUR POLICY

### Introduction

The policy has been developed in response to The Education and Inspections Act 2006 section 93, which reinforces, supersedes and replaces previous guidance. It also takes cognisance of joint guidance issued by the DfES and Department of Health, and follows the guidance for 'The Use of Reasonable Force to Control or Restrain Pupils'.

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

The policy has been prepared for the support of all teaching and support staff, who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils.

### Objectives

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. Claines CE Primary School acknowledges that physical techniques are only a small part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
- (ii) Are provided with appropriate training to deal with these difficult situations.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- self – injuring
- causing injury to others
- committing a criminal offence
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

As teaching and non-teaching staff work '*in loco parentis*' and have a 'Duty of Care' towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance

within this policy. The use of 'Team Teach' techniques is one of our control methods for reducing risks presented by children's challenging behaviour.

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff must be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

### **Underpinning Values**

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

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

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

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- expect IEP's to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for, and respond to, clearly defined limits, which govern behaviour in the school.

### **Use of Physical Handling**

No legal definition of reasonable force exists, however for the purpose of this policy and the implementation of it, in Claines Primary School:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.

- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the pupil's IEP / Risk Assessment in the first instance to manage an incident/challenging behaviour
- If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach techniques that they have been trained.

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

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

They also provide a gradual, graded system of response.

Where behavioural records and/or risk assessment identifies a need for a planned approach, plans (IEPs) are written with multi-agency and parental collaboration.

### **Minimising the Need to Use Force**

At Claines Primary School, we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force.

All 'Team Teach' staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force.

Prevention of unsafe behaviour will be enabled through:

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- Exploring pupils' preferences relating to the way/s in which they are managed
- Staff employ 'defusion' techniques to avert escalation of behaviour into violence or aggression.

## **Strategies: Time-Out in class or in another class / Withdrawal / Planned and Emergency Physical Interventions / Recovery**

### Time out

This involves restricting the child's access to positive reinforcements in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding. It could be as simple as turning away from a child who is attention-seeking or positioning a child away from the class/group. This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

### Withdrawal

Which involves removing the child from a situation that causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group, to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. The arrangement of "quiet time" shall be negotiated between the child and staff involved.

### Recovery

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for pupils with special needs
- Time with a member of staff to debrief the incident

### **Definitions of Positive Handling.**

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach, involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Risk assessment identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

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

Situations in which proper physical contact occurs between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact, as long as this is within public view, sensitively carried out and age/person-appropriate.

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

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.

This technique cannot be emphasised enough and in the hands of a skilful practitioner, many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to “defuse” a situation by a timely intervention.

### **3. Physical Control / Restraint / Restrictive Physical Intervention**

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded on the Positive Handling Form. If anyone is injured an accident/incident report must also be completed. Records of incidents must be given to the Headteacher/Deputy Headteacher as soon as possible, and by the end of the school day at the latest.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint/RPI. Restraint is defined by Team Teach as the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person’s free movement.

#### **Types of Incident**

The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories: -

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

Examples of situations which fall within one of the first two categories, are:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

The Violent Crime Reduction Act 2006 effective from September 2007, gives schools powers to screen or search pupils for weapons.

At Claines Primary School it is extremely unlikely that pupils would conceal weapons and therefore staff have not received training in weapons disarmament. Staff will not be requested to undertake searches. As the power to search should only be used where it is judged to be safe, if the school decides that a search may be necessary then the police would be called.

#### Planned Physical Intervention

This would be described/outlined in the pupil's IEP/Risk Assessment. This should cover most interventions, as possible scenarios will be identified and planned for when the IEP is drawn up. These interventions may include the use of Team Teach techniques.

#### Emergency Physical Intervention

May be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Following any such incident, a risk assessment will be devised (or the existing one updated) to support effective responses to any such situations which may arise in the future.

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

Positive Handling at Claines Primary School (defined as the full range of strategies used to manage behaviour including where necessary physical intervention) is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour management strategies used.

#### **Injury to the Child**

Whilst the physical techniques are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. Team Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe. Any such injury will be reported using the 'Positive Handling Form'. Any injuries to pupils as a result of incidents involving restraint will be reported to the Headteacher / Deputy Headteacher and parents / carer.

Identified staff are trained in First Aid. Any may be called upon to implement First Aid or seek further guidance in the event of an injury or physical distress arising as a result of a physical intervention.

## **Staff: Authorised Staff / Health and Safety / Training / Support**

### **Authorised Staff**

All teachers, staff and the Headteacher are authorised to have control or charge of pupils automatically, they have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance 'The Use of Reasonable Force to Control and Restrain Pupils'.

Supply staff must ensure that they are familiar with this school's policy. Appropriate guidance will be given if they have not undertaken Team Teach training.

Authorisation is not given to volunteers, students on placement, visitors or parents as they will not have control of pupils who may present with challenging behaviour, but will be supervised at all times.

### **Health and Safety of Staff**

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' plans have a duty to report these to the Headteacher / Deputy Headteacher immediately, as there may be an impact on their own safety and that of colleagues and/or pupils.

Through the provision of Team Teach training, the risk of harm towards staff is reduced but it is possible for some injury to be received. All such occurrences should be treated and subsequently recorded, on the Positive Handling Form/Accident Form.

### **Staff Training**

It is the responsibility of the Headteacher to ensure that Team Teach training in the use of positive handling is available to staff and is kept up to date. The school provides training for all authorised staff and the Headteacher / Deputy Headteacher retains a list of all those staff trained. The list is reviewed on an annual basis.

No member of staff will be expected to use Team Teach techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Identified staff working directly with pupils receive the 6-hour Basic Course in Team Teach as the school is considered to be a low risk setting. This is in line with Team Teach policy.

This level of training is required for most staff as they are expected to be able to actively support each other, and pupils, if an incident occurs and a child needs physical intervention to keep themselves and/or others safe.

However, if staff are unable to support physically, they are expected to support with de-escalation.

### **Staff Support Following Incidents**

Any member of staff or pupil at the school involved in or witnessing a serious incident involving the use of physical hold, may require additional support following the incident.

Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

At Claines CE Primary School, we have a debrief procedure which should be utilised if staff need to debrief after an incident. Where staff have been involved in an incident involving reasonable force, they should have access to support; this will be made available/supported through the Headteacher or Deputy Headteacher. Staff may also contact the Directorate's Counselling Line.

### **Recording and Monitoring Incidents**

#### **Recording**

Where physical control or restraint has been used, a record of the incident will be kept. This record should be kept in the Positive Handling file in the Headteacher's office.

Appropriate documentation will be completed as soon as possible after the incident, prior to staff going off duty and be signed by all staff involved and the Headteacher/Deputy Headteacher.

After the review of the incident, a copy of the details will be placed on the pupil's file as part of their educational record.

#### **Monitoring**

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis (at least termly) and the results used to inform planning to meet individual pupil and school needs. The Headteacher will present an annual summary of incidents that have involved the use of force to the Governing Body.

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

- Review of IEP/Risk Assessment

### **Visits Out of School**

Our equal opportunities policy states that all pupils should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for pupils that may be a possible danger prior to each visit into the community. Due consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?

### **Whistle Blowing**

Whilst the training in TEAM TEACH provided to staff, encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns should be raised with the Headteacher, another member of the Senior Leadership Team or with the Chair of Governors, in order to allow concerns to be addressed and practice improved.

The following policies/procedures will be used:

- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure; in the case of violence or assault against a member of staff this may be considered
- The member of staff will be kept informed of any action taken.
- In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

### **Complaints**

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

Where the nature of any complaint made by a pupil, parent or other person in relation to the use of physical hold within the school indicates that an allegation of mishandling by a member staff, the school's complaints policy will be followed.

In such circumstances the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the LA.