

Recreation Road Infant School – Behaviour Policy

Summary

This policy sets out the school's aims and approaches for managing children's behaviour. Please also refer to our Parent / Carer Behaviour and Respect Policy.

Rationale

The approaches outlined in this policy stem from our staff and governors' commitment to:

- the school's aims and values;
- the school's framework of 'Learner Values' that we aim to develop with children at our school;
- the 6 Principles of Nurture Groups and Nurture Schools.

The school's aims and values are:

- To provide a safe and nurturing learning environment for all.
- To develop lively and enquiring minds through an enquiry-based curriculum.
- To develop learning opportunities beyond the classroom.
- To promote positive parent partnership.
- To enable pupil voice and participation.
- To enable pupils to benefit from professionally developing staff.
- To develop healthy and positive attitudes to learning and living.

The Principles of Nurture Groups / Schools are:

- Children's learning is understood developmentally.
- The classroom / school offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.

Our school's Learner Values framework aims to develop children who are:

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|-----------------|---------------------|-----------------|-----------------|
| ● Resilient | ● Creative | ● Enquirers | ● Reflective |
| ● Communicators | ● Resourceful | ● Responsible | ● Risk-takers |
| ● Open-minded | ● Caring | ● Well-balanced | ● Collaborative |
| ● Compassionate | ● Critical Thinkers | ● Ethical | ● Responsive |

In the context of managing behaviour, these frameworks of aims, values and principles lead us to an approach which:

- Sees all behaviour as a form of communication. Through children's behaviours, we can better understand their needs, thought processes and current levels of development.
- Uses behavioural issues and behavioural successes as rich learning opportunities for our children, staff and families.
- Helps our children to develop an understanding of acceptable behaviours by using a simple and consistent framework of language: some behaviours are *okay*; some behaviours are *not okay*; some behaviours are *sometimes okay*, in a certain space or at a certain time.
- Involves children at an age-appropriate level in discussing and agreeing additional fair rules for certain places in school, to supplement those rules which are non-negotiable everywhere in school.
- Minimises unacceptable behaviours by ensuring that the school curriculum is engaging and purposeful, and that environments are safe and enabling, with reasonable adaptations made to accommodate the diverse learning needs of our children.
- Deals with the consequences of unacceptable behaviours through remedies and sanctions where necessary, whilst also seeking to address the root-causes of such behaviours.
- Invests in our young peoples' capacity to *behave themselves*, rather than building their reliance on adults to *behave them*.
- Values the role of parents, carers, families, staff members and our community of professional colleagues in modelling and developing acceptable behaviours.
- Appreciates the impact of external factors on children's behaviours and aims to work with families, alongside our Parent Support Advisor and community services where appropriate, to address these factors.

A preventative approach

The best remedy for unacceptable behaviour is prevention. As a school, we place a heavy emphasis on developing our children's capacity to manage their own behaviours. We employ a range of strategies to promote acceptable behaviour and provide meaningful feedback to children so they can learn from past situations.

These may include:

- Discussion and agreement of fair rules for certain school spaces (i.e. classroom, hall, playground) which are in line with our Learner Values.
 - Building positive relationships between all members of our school.
 - Encouraging pupil voice, responsibility and mutual respect.
 - Praising effort, not outcome.
 - Differentiating learning with behavioural needs in mind.
 - Agreeing expectations and consequences in advance.
 - Putting in place individualised plans to support the development of acceptable behaviour.
 - Mediation techniques to explore and tackle low-level issues between children before they escalate.
 - Positive instructions and language.
 - Staff modelling respect and courtesy towards others.
 - Well-planned lessons that engage the learner and make learning purposeful and relevant.
 - A curriculum and pedagogy that promotes tolerance, respect for views, and allows space for pupil to follow their own lines of inquiry and interest.
 - Learning and resources matched to abilities and individual needs.
 - Classrooms in which children are included in everyday decision-making at an age-appropriate level.
 - Constructive and specific verbal praise.
 - Assigning responsibilities to individuals or groups of children.
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What is Unacceptable Behaviour?

We define unacceptable behaviour as behaviour which harms people's ability to learn, work and play safely and happily.

Dealing with Unacceptable Behaviour

- The consequences for unacceptable behaviour will be linked to the impact of that behaviour upon the individual or community, and children are supported to focus on ways of making amends.
- Where persistent unacceptable behaviour occurs, structured support and intervention may be put into place. Where this is necessary, it will be tailored to each individual, and will take children's levels of development as well as any Special Educational Needs and disabilities into account. The combined teacher and parent knowledge of a child will be used to consider the best way forward for a child.
- All support and intervention will have 3 main purposes:
 - to increase the individual / community's understanding of why a behaviour is unacceptable;
 - to help them to understand what a 'good choice' would look like if a situation re-occurred;
 - to put a framework in place to help the child avoid or manage triggers which have led to unacceptable behaviour in the past.

Bullying

Bullying of any kind will not be tolerated. The school has a separate Anti-Bullying Policy, written in child-friendly language. This will be reviewed annually with the children through special assemblies (KS1) and in-class sessions (Early Years).

Deliberate harm

Children are taught at our school that it is *never okay* to use your body or words to deliberately hurt or upset someone else, or to deliberately damage property. Where such incidents occur, a consistent and realistic response is necessary. The following table outlines the school's typical response in such situations.

Behaviour	School Response	Communication / recording
Child deliberately harms another person verbally or physically, or deliberately harms property.	<ul style="list-style-type: none"> • Immediate actions taken to let the child know that this behaviour is unacceptable and that it needs to stop now. • Immediate steps taken to ensure that children, adults and property are safeguarded and other staff members will be involved as necessary to ensure that this happens. • Part or all of a playtime / lunchtime may be missed or highly supervised, e.g. walking with an adult to reflect on their behaviour and actions. Where appropriate, the child or children will be encouraged to make amends to the injured party. 	<p>Class teaching team to be informed, if not already aware.</p> <p>Incident to be recorded by class team into classroom log.</p>
Repeated incidents of the above behaviours.	<ul style="list-style-type: none"> • Immediate actions as above. • Larger periods of playtime to be missed: all playtimes for a whole day, or longer in some situations. • Child may be removed from future situations where it can be foreseen that harm may be caused to others. • Opportunities will be given for child to make amends, reflect on triggers that lead to unacceptable behaviours and develop other coping strategies. • Where incidents are persistent, parents and other staff members will be involved to agree a planned and consistent approach to dealing with, recording and sharing incidents of unacceptable behaviour. • Where incidents happen several times against the same person or group of people, this may constitute bullying. The anti-bullying policy should be consulted at this point for further guidance. 	<p>Class teaching team to be informed, if not already aware of further incidents.</p> <p>Incident to be recorded by class team into classroom log.</p> <p>If incidents persist, parents / carers to be informed and plans to address behaviour agreed.</p> <p>Head Teacher to be informed at the point of parental involvement, or earlier if repeated incidents may constitute bullying.</p>
Child causes significant, deliberate physical or verbal harm to others, or to property.	<ul style="list-style-type: none"> • As above. In addition, Head Teacher and parents / carers of all parties to be involved as a matter of course to help co-ordinate a response. 	<p>Parents / carers always informed, and invited to help respond to unacceptable behaviour.</p> <p>Head Teacher involved, incident recorded as a Record of Harm (see Appendix B for recording form), passed onto Behaviour Co-ordinator and a copy place into classroom log.</p>


Involving External Agencies

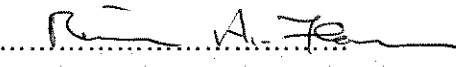
Where plans and approaches do not successfully reduce unacceptable behaviour, the school will seek support from external agencies. Parents will continue to be involved at all times in supporting their child. The school will aim where possible to maintain the inclusion of all children. However, in certain cases, where the safety, security or learning of other children and staff are being compromised by a child's behaviour, the school may consider exclusion. This may be fixed term or permanent.

Physical Intervention

Please see 'Appendix A: Physical Intervention' which explains the school's approach to the use of reasonable force to control or restrain pupils.

Approved by Governors: 22/03/2017

Head Teachers signed: 

Chair of Governors signed: 

Appendix A: Physical Intervention

The first page of this appendix is drawn from *'Use of reasonable force: Advice for headteachers, staff and governing bodies'* (Department for Education, 2013). It outlines a working definition of reasonable force, who can use it and when its use is acceptable. Recreation Road Infant School adopts this guidance and the illustrative examples provided as scenarios where reasonable force may be used. The second page of this appendix provides more detailed school-specific guidance.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act, 2006).
- This power applies to any member of staff at the school.
- It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

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

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Use of reasonable force at Recreation Road Infant School

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

- physically interposing between pupils;
- blocking a pupil's path
- holding;
- pushing;
- pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back; or,
- in exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force'. For example, to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone.

Where the risk is not so urgent the teacher should consider carefully whether, and if so when, physical intervention is right. Staff should always try to deal with a situation through other strategies before using force. All staff need developed strategies and techniques for dealing with difficult pupils and situations which they should use to defuse and calm a situation. Advice about this is given in whole staff training and must be followed. In a non-urgent situation, force should only be used when other methods have failed. Physical intervention to enforce compliance with staff instructions should never be used as a substitute for good behaviour management. In all situations, staff need to take account of a child's special educational needs and/or disabilities in finding an appropriate way to manage a situation.

Practical considerations

Before intervening physically a staff member should, wherever practicable, tell the pupil who is misbehaving that the behaviour is *not okay*, and what will happen if the behaviour continues. The staff member should continue attempting to communicate with the pupil throughout the incident in a way that doesn't escalate the situation, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.

Each class has been issued with a HELP CARD which should be sent with a child to a nearby member of staff. On receipt of the card, that member of staff will attend and try to help defuse the situation. If necessary, they will call for further assistance from a Senior Leader or 'Step Up' trained member of staff.

Recording Incidents

It is important that there is a detailed report of any occasion (except minor or trivial incidents) where force is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint. Immediately following any such incident the member of staff concerned should tell the Head or another senior member of staff and provide a written report as soon as possible afterwards, i.e. a Record of Harm sheet should be filled in. Parents / carers should also be informed by the class teacher or Senior Staff member and their co-operation sought, e.g. by drawing up individual behaviour / risk management plans, putting pupils on behaviour diaries or involving them in wellbeing groups etc.

Authorised Staff

The Education and Inspections Act (2006) allows all school staff to use reasonable force to control or restrain pupils. Sometimes a member of staff might need to request the help of other members of staff when dealing with an incident e.g. a physically large pupil, or an incident with more than one child. Staff do not need parental consent prior to using reasonable force.

It is our policy that all staff working closely with pupils are trained in the de-escalation and positive handling strategies and techniques of Norfolk Steps. Further details of the Norfolk Steps approach can be found on the following website:

<http://www.educatorsolutions.org.uk/our-services-products/staff-development/personal-development-behaviour-welfare/product/norfolk-steps/>

Appendix B: Record of Harm Recording Sheet

Record of Harm

Name of child:	Date of incident:
Class / Year group:	Time of incident:

Names of staff present:

What was the context?
Where? Type of activity? Size of group? Names of other children involved?

What led up to the incident?

Was there *actual* or *potential* harm?

Description of the harm caused (please add a separate page if necessary):
Physical, emotional, property damage, loss of learning time, absconding. The harm can be to *self* or *others*.

<p style="margin: 0;">How was the incident managed? What behaviour management strategies were used?*</p> <p style="margin: 0;">Were 'Caring Cs' used?</p> <p style="margin: 0;">Was restraint used ('Step Up' trained staff only)? If so, please specify.</p>	<p style="margin: 0;">*For example:</p> <ul style="list-style-type: none"> ● Take-up time ● Humour ● Clear reminders ● Choices ● Removal of the child
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What was the outcome?
Who was informed about the incident? Was there a consequence for the child?

Next steps and follow up:
What? By whom? By when?

Completed by:	Signature:
Date:	

