



Benington C of E Primary School

BEHAVIOUR, DISCIPLINE & REWARDS POLICY

(including Restrictive Physical Intervention)

The Lord disciplines the one he loves. Hebrews 12:6

Written	Reviewed	Next Review Date	Author	Adopted by Governors	Sub-Policies
Sept 2006	July 2019	July 2020	Staff & Pupils		

It is important to have a whole school approach to behaviour, of which all staff, children and parents are aware. Benington C of E Primary School has adopted a whole school positive approach to behaviour management. All staff have a responsibility for establishing and teaching acceptable codes of behaviour and for the use of rewards and sanctions.

AIMS OF BEHAVIOUR MANAGEMENT

We see behaviour management as an integral part of the curriculum. Our aims are:

- ❖ To ensure the safety and well being of each individual pupil.
- ❖ To develop children's own sense of responsibility for their school and its environment.
- ❖ To help children to recognise appropriate behaviour in given situations.
- ❖ To help children acquire the necessary self-discipline to behave appropriately.
- ❖ Aim to control unwanted behaviour in a positive way in order that learning may take place.
- ❖ To teach pupils to have self-control and subsequently to take responsibility and be accountable for their actions.
- ❖ To teach pupils that actions and choices have consequences.
- ❖ To allow pupils to develop and demonstrate positive abilities and attitudes.
- ❖ To help children recognise that their behaviour may adversely affect others.

WE BELIEVE THAT:

- ❖ It is important that individual boundaries of behaviour and expectations are realistic, well defined, understood by all children and adults and consistently implemented throughout the school.
- ❖ The quality of relationships between staff and individual children is of paramount importance in monitoring positive discipline.
- ❖ Children and adults respond well to praise. Children behave well when they feel good about themselves.

DISCIPLINE PROCEDURES

Our approach to discipline is positive and is based on helping children towards understanding and controlling their own behaviour. We believe that positive rewards and incentives through the use of, for example, verbal encouragement, stickers and privileges, encourages appropriate behaviour. It is important to use positive forms of language in communications, e.g. ask children to walk, please' instead of shouting 'don't run' after them.

UNACCEPTABLE BEHAVIOUR

At the beginning of each year, every class works together to discuss a set of simple classroom rules, which will define expectations for behaviour within a classroom. These rules form the basis of discipline and behaviour in the classroom. We have a system of positive rewards for good behaviour within the classroom and around school. Circle time is used in classrooms to discuss and hopefully resolve issues regarding discipline.

Sanctions imposed for inappropriate behaviour must follow the ethos of this policy. They must be appropriate and fair.

Playtimes/Lunchtimes.

We have a set of Golden Rules which define the boundaries for behaviour at play/lunchtime. These have been produced in consultation with all staff including lunchtime staff, and all the children.

If inappropriate behaviour occurs, a message will be sent to the staff room for assistance, and the child concerned will be kept with the member of staff on duty, until the end of playtime. The Head will be involved if necessary. In the event of persistent anti-social behaviour, children will lose part of their play at the next break time. Children will be found positive tasks to do during that time, as far as possible, making the sanction appropriate to the misbehaviour. Wherever possible, children will be rewarded for good behaviour at these times and sanctions reviewed.

Any child who bites another child or adult will be sent home immediately. Any other behaviours displayed by children, that are deemed dangerous or anti-social by the senior staff, will also require the child to be sent home immediately

Where such behaviour occurs at lunchtime, Mid-day Supervisory Assistants will investigate all incidents with the children. Two minutes before the end of lunchtime, a child is sent to the staff room to alert staff and the teacher on duty goes out to ring the bell. At this time, all teaching staff go out onto the playgrounds for the lunchtime staff to hand over. Any problems that have occurred will be discussed before school starts for the afternoon. It is important that reports of good behaviour are also passed on to class teachers. Lunchtime staff use stickers and bonus points as an incentive reward for good behaviour and helpfulness during lunchtime.

We intend that any sanctions employed will be appropriate and fair.

BULLYING (See antibullying Policy)

We try to keep bullying to a minimum at all times by using the strategies and sanctions mentioned above, ensuring that:

1. All staff are vigilant.
2. When talking to the victim we discuss with the child how the problem is to be handled, since sometimes the child is afraid of further repercussions.
3. When talking to the bully we try to get across what distress has been caused Without resorting to bullying tactics ourselves. We aim to encourage children to

4. Recognise the need to make amends.
We talk to others who have witnessed the incident.
5. We always take children's concerns seriously and try to act immediately. Often it is necessary to give them feedback after we have investigated the problem.
6. We minimise the opportunities for bullying. Being back in the classrooms promptly after play and lunchtimes is part of this. A child is sent to the staff room 2 minutes before the end of lunchtime to alert staff.
7. We recognise the need to help many children devise positive strategies for playing in the playground. We believe that talking this through regularly with children with difficulties is important.

RECORDING PROCEDURES

An incident record is kept in the Headteachers office with a copy made for class teachers. This must be used to record the following incidents.

1. Any incident involving pupils or staff which results in personal injury or damage to property.
2. Any loss of, theft of or damage to property.
3. Other incidents of a serious nature. Non-co-operation, physical and verbal abuse.
4. Major disciplinary measures taken against pupils, such as exclusion. Minor measures included in day-to-day classroom management are not included.
5. Incidents involving physical intervention or restraint by a member of staff.
6. Incidents of racism (see Racial Harassment Policy).

When incidents of a serious nature occur, it is necessary for members of staff involved, or witnessing the incident, to make a detailed report as soon as possible afterwards. Such reports should always be annotated with a time and date of the incident and should be countersigned by the staff involved.

Following an incident of physical intervention or restraint by a member of staff, a full factual report on the events before, during and after the incident must be recorded in the incident book. A copy of this report should be placed in the pupil's personal file, along with written reports from witnesses. The Head should interview all pupils and staff involved in, or who witnessed, the incident and should keep a record of their reports. Parents will be notified of any incidents recorded and a copy kept.

SAFE HAVENS

Safe havens are to give a child cool off time if he/she becomes very angry or distressed and communication between the child and the teacher is not working. The child should be taken to the busy Bees room, or any other available space, by a Teaching Assistant if there is one available in the classroom. If there is no Teaching Assistant available the receiving teacher should be sent for, or the child should be taken by the class teacher.

The receiving teacher must offer the child a space to sit and calm down. The receiving teacher must not question the child about why he/she has been sent or make any comments about it. When the child has calmed down, he/she is to be taken back to their classroom where the class teacher can then deal with the situation in a calm way.

PARENTAL INVOLVEMENT

We encourage parents at all times to let us know if they have a concern. If they cannot get in to see us, we encourage them to telephone, email or to write to us.

If we have a concern we communicate with the parents as soon as possible. This will usually be when children are collected from school, but sometimes it will be necessary to telephone or write. It is the class teacher's responsibility to keep in touch with parents in this way to prevent incidents and concerns developing. The Head should be informed if parents are involved in behavioural matters. It is important that parents are also informed when children are behaving well within the school.

DISCIPLINE PRACTICES

We have agreed a set of preferred practices for our school which we believe clarify our positive approach to discipline.

1. There should be a consistent and fair approach from all staff in the school. Children should know that they will be treated in a similar way by all adults who come into contact with them. Sanctions should be fair and appropriate to the misbehaviour.
2. Verbal language and body language should always be positive, never threatening. We never use sarcasm, ridicule, rudeness or bullying.
3. As a school and a staff we must present clear expectations to the children.
4. Children should always be listened to and matters investigated fully.
5. Adults must work towards gaining the respect of children by considering their feelings and circumstances. Children also have the right to be treated with respect.
6. Staff should minimise confrontation when managing behaviour. Matters should be dealt with in a calm way. If this becomes impossible, 'cool off' time should be used.
7. We should always try to maintain a child's self-esteem. It is important to be clear that it is the behaviour which is unacceptable, not the child.
8. Staff should try to defuse situations whenever possible.
9. A child's home and/or family must never be criticised. Children should never be compared to siblings.
10. Staff must avoid labelling children. They must also avoid making judgements about a child in public.
11. Above all, children should be rewarded for good behaviour, both individually and within larger groups. We should try to focus on good behaviour and not only on bad behaviour.

SANCTIONS/REWARDS

Agreed sanctions for unacceptable behaviour:

- Loss of break-time (different amounts depending on the reason) to:
 - Continue with work set
 - Complete 'Positive Behaviour' sheet or letter of apology.
- Withdrawal of privileges e.g. Golden time.
- Children being sent home at lunchtime – used as a last resort for persistent poor behaviour, after consultation with parents.

Depending on the seriousness of the incident and the causes for this, we have drawn up a list outlining the amount of time and sanction involved.

Persistent difficulties at lunchtime – children go home for lunch with a gradual reintroduction to school lunchtimes.

We believe in modelling positive behaviour and rewarding good behaviour in the classroom, the playground and around the school. Each class will develop an appropriate reward system. Headteachers' stickers or hexagons will be awarded for exceptional work or behaviour.

Off – task behaviour in classroom

If a child has not completed a set piece of work within given time limits due to lack of concentration or time wasting:

- The task may be completed at break-time under the supervision of the class teacher.
- The work/task may be sent home to be completed.

Violent Behaviour

- If a child hits out at an adult/child (with no injury) the parents and the Headteacher need to be involved.
- For a second incident and/or serious injury to an adult/child, one day exclusion
- For a serious and intentional injury to an adult or a child – up to 15 days exclusion

Verbal Abuse

- For verbal abuse with intent to upset directed at any adult – involvement of parents and Headteacher
- For a second incident of verbal abuse with intent to upset – one day exclusion
- Support from Outside Agencies (especially behavioural support) may be requested

All incidents involving violent behaviour or verbal abuse between children are fully investigated in line with the discipline policy and appropriate sanctions are imposed including those outlined above if necessary.

If all the strategies agreed in the discipline policy have been tried, and outside agencies have been involved, including a Pastoral Support Plan, but extreme behaviour continues, permanent exclusion will be considered.

Forgiveness and Reconciliation

At Benington C of E Primary School, we are always trying our best to forgive each other for any wrongdoings. We strive to find ways for reconciliation when there is conflict.

RESTRICTIVE PHYSICAL INTERVENTION IN SCHOOL

CONTEXT

Hertfordshire schools and educational establishments are encouraged to use this framework, and to adapt it to their own situation. It is advised that all schools should be familiar with the Hertfordshire Policy on the use of Restrictive Physical Intervention. This Policy is part of a graded response, and needs to be agreed in consultation with staff, governors parents/carers, and pupils. It also connects to, and should be consistent with, policies on Health and Safety, Child Protection and safeguarding, Equal Opportunities, and Pastoral Care.

1. INTRODUCTION

In Benington Primary School we believe that pupils need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of physical intervention be needed. On such occasions, acceptable forms of intervention are used. The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils. All school staff need to feel that they are able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what options are available for managing behaviour, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

2. DEFINITION OF "RESTRICTIVE PHYSICAL INTERVENTION"

"Restrictive Physical Intervention" is the term used to describe interventions where bodily contact using force is used to control or manage a child's behaviour. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use "reasonable force" to control or restrain pupils in circumstances that meet the following legally defined criteria.

- ♣ To prevent a child from committing a criminal offence (this applies even if the child is below the age of criminal responsibility)
- ♣ To prevent a child from injuring self or others
- ♣ To prevent or stop a child from causing serious damage to property (including the child's own property)
- ♣ To stop the child from engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school.

There is no legal definition of "reasonable force". However, there are two relevant considerations:

- ♣ the use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- ♣ the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

The definition of physical force also includes the use of mechanical devices (eg splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

3. WHEN THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS MAY BE APPROPRIATE IN BENINGTON PRIMARY SCHOOL

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds. The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

WHO MAY USE RESTRICTIVE PHYSICAL INTERVENTION IN BENINGTON SCHOOL

If the Head has lawfully placed an adult in charge of children then that adult will be entitled to use restrictive physical intervention providing they have received training from the Herts 'Step Up' team. All staff have received training from Herts 'Step on' team in how to deescalate a difficult situation and these techniques must be used before any other prevention is attempted. We take the view that staff should not be expected to put themselves in danger and that removing other pupils and themselves from risky situations is the right thing to do. Physical Intervention using the 'Step Up' training is the only intervention to be used. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

Mrs Tyler cascaded to all staff

4. PLANNING FOR THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS IN BENINGTON PRIMARY SCHOOL

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the intervention are as follows :-

- ♣ Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- ♣ Restrictive Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met
- ♣ staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the pupil's and/or other pupil's best interests for staff to intervene physically.
- ♣ staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion. The pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour
- ♣ only the minimum force necessary will be used
- ♣ staff will be able to show that the intervention used was a reasonable response incident
- ♣ every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- ♣ as soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- ♣ a distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- ♣ escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- ♣ the age, understanding, and competence of the individual pupil will always be taken into account
- ♣ in developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstance
- ♣ procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

5. ACCEPTABLE FORMS OF INTERVENTION IN BENINGTON PRIMARY SCHOOL

- There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:
 - to comfort a pupil in distress (so long as this is appropriate to their age);
 - to gently direct a pupil;

- for curricular reasons (for example in PE, Drama etc);
 - in an emergency to avert danger to the pupil or pupils;
 - in rare circumstances, when Restrictive Physical Intervention is warranted.
- In all situations where physical contact between staff and pupils takes place, staff must consider the following:
 - the pupil's age and level of understanding;
 - the pupil's individual characteristics and history;
 - the location where the contact takes place (it should not take place in private without others present).

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular pupil. [Should a pupil appear to enjoy physical contact this must not be sought via Restrictive Physical Intervention.]

6. DEVELOPING A POSITIVE HANDLING PLAN IN BENINGTON PRIMARY SCHOOL

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Positive Handling Plan will be completed in line with the 'Step Up' training should it be needed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will include :-

- involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- a record to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- Techniques for managing the pupil's behaviour i.e. strategies to deescalate a conflict, and stating at which point a Restrictive Physical Intervention may be used
- identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- ensuring a system to summon additional support
- identifying training needs

Please refer to the Appendix for a Physical Handling Plan Pro-forma

7. GUIDANCE AND TRAINING FOR STAFF

Guidance and training is essential in this area. We need to adopt the best possible practice. In Benington Primary School this is arranged for all staff at a number of levels including :-

- ♣ awareness of issues for governors, staff and parents,
- ♣ behaviour management techniques for all staff
- ♣ managing conflict in challenging situations - all staff

Training in practical techniques of physical intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil (or pupils) that they are working with. Where there is an identified need for such training, staff will be trained by an approved instructor. *(NB there is no legal requirement for staff to be trained in*

the use of practical techniques so staff may exercise their legal right to physically intervene even if they have not had such training. However, they would still need to demonstrate that their intervention was reasonable and proportionate).

8. COMPLAINTS

It is intended that by adopting this policy and keeping parents and governors informed we can avoid the need for complaints. All disputes which arise about the use of force by a member of staff will be dealt with according to Child Protection and Safeguarding policies.

For assessing and managing foreseeable risks for children who are likely to need Restrictive Physical Intervention

School:

Name of Child:

Class group:

Name of teacher:

Name of parents/Carers:

Name of Support Service Member/s:

Identification of Risk	
Describe the foreseeable risk (ie what specific behaviours have occurred)	
Is the risk potential or actual? (ie has this happened before)	
List who is affected by the risk	
Assessment of Risk	
In which situations does the risk occur?	
How likely it is that the risk will arise? (ie how often has it happened before)	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:

Signature: Date:

<u>Agreed Positive Handling Plan and School Risk Management Strategy</u>		
Focus of Measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by:

Date:

.....
(Parent/carer)

.....

.....
(Child - if appropriate)

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.....
(Headteacher)

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.....
(Classteacher)

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.....
(Support Service Member/s)

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Communication of Positive Handling Plan and School Risk Management Strategy

Plans and strategies shared with;	Communication Method	Date Actioned

Staff Training Issues

Identified training needs	Training provided to meet needs	Date training completed

Evaluation of Positive Handling Plan and School Management Strategy

Measure set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

ACTIONS FOR THE FUTURE

Plans and strategies evaluated by;

Title;

.....

.....

Date;

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