



BEHAVIOUR AND DISCIPLINE POLICY STATEMENT AND GUIDELINES

Last Reviewed Summer 2016

Aims

1. To develop clear guidelines for the monitoring of both good and bad behaviour in our school so that
 - a) children have a clear understanding of what is acceptable behaviour
 - b) there is continuity amongst the adults monitoring and responding to children's behaviour.
2. To develop within each child
 - a) self respect
 - b) respect and consideration for others and their environment
 - c) realisation of acceptable behaviour
 - d) the acceptance of responsibility for their own actions and an ability to control their feelings/actions.

Code of Behaviour

The children are given a set of *Golden Rules* by which they are expected to abide. The *Golden Rules* are on display in the hall, the corridor and in classrooms. A copy of the *Golden Rules* is sent home to each family once a year. In addition to this, the following is the expected *Code of Behaviour*:

1. Everyone will act with courtesy and consideration towards others

at all times. This means that:

- a) We always try to understand other people's point of view
- b) In class we make it as easy as possible for everyone to make good use of their time
 - by arriving on time
 - by listening carefully
 - by following instructions
 - by helping each other when appropriate
 - by being quiet and sensible at all times
- c) We move quietly and calmly around school.
- d) We always try to speak politely to everyone, even if we feel bad-tempered.
- e) We try to keep the school clean and tidy so that it is a welcoming place which we can all enjoy and be proud of.
- f) We keep our own possessions safe and tidy (toys and other play things should not be brought to school unless they contribute towards a special activity in the school)
- g) Out of school we always remember that the school's reputation depends on the way that we behave.

2. While we are in school all adults in the school are in the position of parents. This means that:

- a) there is no excuse for rudeness towards any adult
- b) any reasonable request from an adult should be carried out immediately.

Playtimes

One Teacher or Teaching Assistant will open the side gate to let pupils into school at 8.45 am.

Two Teachers or Teaching Assistants are on duty at break each day.

Playtime begins at 10.15 and ends at 10.30 am

Care must be taken to see that all children are supervised and teachers should take responsibility for all the children in the cloakroom area.

In the playground

Year 1 and 2 children have milk and fruit at morning playtime. Reception children have their milk and fruit in their classroom until the Spring Term.

During playtime children should play where they can be seen by the teacher/teaching assistant. Children are expected to ask if they can play on the climbing frames (maximum of 8 at any one time on the climbing frame), and should not be allowed to play on them if it has recently rained. Children are not to drink milk or eat fruit on the climbing frames. Year 2 playground leaders, called 'Yellow Caps', help the children play nicely, teach new games and give out playtime award stickers.

Wet playtimes

If it is too wet to go out to play, then the teacher/teaching assistant on duty can decide to

- Take all the children in the hall to watch an educational video
- Take all the children in the hall to do action songs/story etc.
- Take all the children in the hall for games - they will need to wear plimsolls or go barefoot for this.
- Children can be in the classroom and do 'quiet activities' supervised by an adult

Lunchtime Supervision

The Supervisors prepare the hall at 11.50 am ready for 12 noon. The class teachers will ensure that the children come into the hall quietly and go to their places as directed by the Supervisors.

While one Supervisor will take the first children to finish out to lunchtime play and set up activities, followed by the second supervisor when appropriate, the third Supervisor will then oversee any children who need more time to finish their lunch, and clear the hall. Children are allowed up to 45 minutes to eat their lunch. After this time any uneaten food is put into the child's lunch box to be taken home.

Guidelines for Adult Behaviour when Dealing with Children

1. At all times show respect towards the child/ren.
2. Set a good example of behaviour.
3. Be prepared to listen to the child/ren.
4. Be willing to admit you are wrong.
5. Do not pre-judge (particularly using past knowledge of the child/ren) but listen to all sides.
6. Try not to shout or over-react.
7. Always apply school rules positively and carry out any threats that you have to make.
8. Be consistent.
9. Avoid "blanket punishment" if possible.
10. Consider discussing undesirable behaviour with the class or group, and agreeing appropriate sanctions.

Guidelines for Adults when Monitoring and Responding to Children's Behaviour in School

The following courses of action have been agreed by a staff, parent and governor working party to deal with any misdemeanours in school.

STAGE 1

1. Make eye contact with child/children concerned. Indicate by look or movement of head that behaviour needs to be modified.
2. Go to child/children and have a quiet word about their behaviour and what is desirable.

These 2 steps within this stage can be repeated where necessary.

STAGE 2

3. Name recorded on board or in playground behaviour book.
4. Warning of removal of privileges if poor behaviour continues.

STAGE 3

5. Removal of privilege - eg star taken from star card or a marble from the jar in class or time taken from playtime.

STAGE 4

6. Remove child/children from the situation, quietly and gently if possible. (to a different place in the classroom or just outside the classroom) Explain quietly why they have been removed and warn them of the next stage.
7. If the supervising adult is not the Class Teacher, the child/ren should be sent to their Class Teacher.

STAGE 5

8. If the behaviour pattern persists the child/ren should be referred to the headteacher or the most senior member of staff in school.

STAGE 6

9. If persistent poor behaviour continues a decision may be made to introduce a more rigid monitoring programme - behaviour diary or chart. At this point parents will be informed and their co-operation sought.

STAGE 7

10. In extreme circumstances more formal discussion with parents will be necessary, and, if deemed appropriate, outside help will be sought eg Area Special Needs.

STAGE 8

11. If a child's behaviour is presenting a danger to themselves or other then an internal exclusion may be deemed necessary whereby the child is removed from their class and placed in another supervised room to continue their work. (For recording form see Appendix 2) This sanction may also be used if a child's behaviour is persistently so disruptive that the teacher is prevented from teaching. Parents are informed to explain why the child has been removed from the class. The school has procedures in place to get support from another adult (red emergency cards) with a child being sent out the nearest class or the headteacher.. In the case of violent behaviour it may be necessary to remove the child (or the class if safer) into a nearby area or classroom.

STAGE 9

12. Extreme behaviour, such as serious violence or use of extreme foul language, or persistent disruptive and/or dangerous behaviour may result in a full exclusion where by the parents are called in and asked to remove their child from the school for a fixed period of time. At this time an appointment is made for the first day back in school for the child and parent(s) and the head teacher to agree a reintegration programme.

Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should therefore, use their professional judgement at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible in the school's Incident Log book which is kept in the School office. If appropriate, a copy will be placed on the child's file. The Designated Person, i.e. the Headteacher, must be informed immediately, and details recorded in the Child Protection Folder.

Physical contact, which occurs regularly with an individual child or young person, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Any such contact should be the

subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and - so far as is possible - use a level of contact which is acceptable to the child for the minimum time necessary. Avoid lifting children up or sitting them on your knee.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. It is recognised that many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively by helping them to understand the importance of personal boundaries.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child. Children with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

Staff are kept up to date with safe handling techniques, with several staff undertaking Team Teach training.

Rewarding Good Behaviour

1. Try to notice good behaviour - child/ren following the golden rules - (Be kind and helpful; be gentle; be honest; work hard; listen; look after property)
2. Praise the child/children either personally or in front of the whole group.
3. Use stickers, stars and marbles to reward good behaviour.
4. Use stars and marbles to reward effort.
5. Reward consistent good behaviour from the whole class with extra Golden Time.

6. Recognise achievement of individual children by presenting Achievement Awards in Friday Achievement Assembly.
7. Lunchtime supervisors to nominate Dining Table of the Day, to receive stickers from the Lunchtime Supervisors.

Bullying

See Anti-Bullying Policy, in School Policies file.

Exclusions

Current County Guidelines will be referred to before commencing on any exclusion proceedings.

Next Review Date: Summer 2017

Positive Handling Statement

Appendix 1 to Behaviour Policy

(See also Use of Reasonable Force Policy)

Introduction

The statement has been developed in response to The Education and Inspections Act 2006 section 93, which reinforces, supersedes and replaces previous guidance. It follows the guidance on '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 such as the SEN Policy, Safeguarding Policy, Behaviour Policy.

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.

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.

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 Support Plans 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.

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.

Hyde Heath Infant 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:

1. assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
2. 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.
3. 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

Minimising the Need to Use Force

At Hyde Heath Infant School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with persistent challenging behaviour are assigned a key worker who will work in partnership with the SENCO and class teacher, in supporting the Support Plan and associated behaviour targets.

Pupils who have issues relating to sensory dysfunction or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or programmes to help them to manage this. Through the PSHE curriculum pupils learn about feelings and managing conflict, where this is appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing.

Where needed advice is sought 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

Use of Physical Handling

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Hyde Heath Infant 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 Support Plan / 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.
- Only if all of the above have been tried and are unsuccessful should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.

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

- gender
- level of physical, emotional and intellectual development s
- 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, support plans are written for individual children and where possible, these will be designed through multi agency collaboration and, with parental consent, shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

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 Incident Form. If anyone is injured an accident/incident report must also be completed. Records of incidents must be given to the Health & Safety Officer/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.

Other Positive Handling strategies include:

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.

After the use of a restrictive physical intervention

After the use of an unplanned restrictive physical intervention, the following steps will be taken:

- Details of the incident will be recorded by all adults involved immediately on the incident report form
- Recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal school procedures.
- The Headteacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the Headteacher will follow the school's child protection procedures and also inform parents/carers.
- Parents/carers will be informed by the Headteacher/SENCO on the day of the incident. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions.

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' and guidance from the **DFE April 2012**.

Supply staff must ensure that they are familiar with this school's policy. However, some member of staff have received **Team Teach Training**. 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 Incident Form/Accident Form.

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 immediately, as there may be an impact on their own safety and that of colleagues and/or pupils. This information will be shared on the staff notice board.

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 Headteacher retains a list of all those staff trained. The list is reviewed on an annual basis.

. 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.

Key school 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.

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. When recording an incident, staff should describe the situation in as much detail as *possible using the bullet points as a GUIDE*.

- *Date,Day,Time,Place*
- *Weather*
- *Persons present*
- *Feelings /Emotions (of child and adult)*
- *Conversation*
- *Furniture position*
- *Build up to Incident*
- *Pre-dynamic*
- *Risk Assessment*
- *Decision made to act/not to act*
- *Team Teach techniques used*

Also add:

- *Notes made when/where*
- *Policies/Procedures*
- *Support/Behaviour Plan*

Hyde Heath Infant School - Behaviour Policy Appendix 2

Internal Exclusion Form

Name of Child		Date of Birth
Date of Incident		
Description of Incident that led to exclusion		
Parents Informed Yes <input type="checkbox"/>		
Unable to contact <input type="checkbox"/>		
Period of Exclusion		
Feedback to Parents & Staff		
Signed Teacher	Signed Headteacher	Signed SENCO

