

Rushton Primary School



Behaviour Policy (incl. restraint / exclusion)

Status:	Statutory
GB Monitor:	Quality and Standards
Staff Lead:	Alison Willis
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Date Agreed:	2021
Head Teacher:	Alison Willis
Chair of Governors:	Sharon Short

Aims

We are a caring, inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to provide clarity in the ways that all members: pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Role of Adults in School

All adults in school will lead by example. In expecting good behaviour, respect and courtesy from children, we accept that respect and courtesy must be shown by adults towards children as well.

Role of the Children

Children should:

- make sensible choices with regard to their behaviours;
- respect themselves and others by keeping each other safe at all times;
- respect the environment and property around them;
- have a polite and positive attitude;
- be honest and listen carefully to people they interact with.

Role of Parent / Carers

We will build on the good work done at home and value the support of parents and carers in fostering high standards of good behaviour. We will endeavour to gain their support to work with us to eliminate inappropriate behaviour. We aim to inform parents and carers of the social development of their child.

School Rules/Expectations

We have a set of school rules (produced by our school council) which are displayed in each classroom and create the basis of the behaviour system. As well as our rules, we share and embed into our curriculum the values and actions that we consider to be at our core: *Independence, Humanity and Collaboration; Be healthy, Be curious, Be inspired, Be responsible and Be creative*. At Rushton Primary School, we believe that our children should learn to behave for their own satisfaction and achievement.

We praise the children for their effort and the steps they have taken so far. Any rewards we give are for shared effort towards upholding our values and actions.

Together as a school community we do not tolerate

- bullying
- disrespect
- dishonesty
- irresponsibility
- rudeness
- vandalism
- racism

Managing unacceptable behaviour and consequences

Class teachers take initial responsibility for dealing with minor incidents of poor behaviour. They may then refer to the SLT for further support. Consequences are used for those pupils who do not display positive behaviour. Minor incidents result in step-by-step procedures being used. Incidents of a more serious nature may require urgent and more specifically appropriate action and a member of the senior leadership team will be called for. If physical ushering is used, please complete a **Physical Behaviour Record**. Children who struggle to control their behaviour will have a **Behaviour Support Plan** put in place by the SLT team.

Levels of Behaviour

Level 1

Day to day systems of verbal praise and whole class rewards operate to reinforce positive learning behaviour together with respectfulness towards others. Minor behaviour incidents are dealt with at the professional discretion of members of staff. These usually consist of a simple explanation of why the behaviour is inappropriate accompanied with a warning. If the negative behaviour continues, then Level 2 will be carried out.

Level 2

Sanctions are dealt with by the class teacher or teaching assistant i.e. removal of privileges, playtimes. Contact is made with parents via telephone or by inviting the parents in to talk with the class teacher.

Level 3

Child is removed from own classroom for 'time-out' either to another classroom or to work with another member of staff in a quiet area.

Level 4

A member of the SLT will become directly involved and this will be noted on the most recent incident form. Internal exclusion may be necessary if the child is posing a danger to themselves or others and for this a **detention form** will need to be completed depending on the severity and frequency. Parents may be invited in for meeting with HT/DHT, but they will always be informed.

Level 5

When the behaviour is persistent, unmanageable or dangerous, it may lead to short-term exclusions from school if all other levels are unsuccessful. A **Behaviour Support Plan** will be put in place if needed.

Resolving Conflicts

Where there has been a dispute between pupils both/all parties will be spoken to separately to establish a better understanding of what has happened. They will then be brought together to talk through feelings, resolutions and the way they are going to move forward.

Where behaviour from children becomes physical, staff will manage this appropriately. Teachers will be asked to complete a '**Physical Behaviour Form**' if they have had to 'usher' children in order to calm a situation. If behaviour becomes unmanageable and children are putting themselves or others in danger, 2 members of staff who are team teach trained will be called to restrain the child. Short term and fixed exclusions will be considered if the behaviour is unmanageable but this is a last resort when all other channels have been exhausted. Where there is a recurrence of behaviours requiring physical ushering/restraint a BSP will be put in place to explain triggers and management strategies.

Contact with Parents

As a school, we would hope to manage most behaviour within school. Parents will be contacted for disruptive or physical behaviour concerns. Staff will, as soon as possible, make every effort to contact the parents of a child who has been on the "receiving end" of any severe or persistently unacceptable incidents to assure them that the situation is being dealt with. If parents contact the school with regard to any concerns about behavioural issues, these will be brought to the attention of a member of the Senior Leadership Team and the member of staff involved. A course of action will be decided upon jointly and parents will be kept up to date.

Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (see appendices). For some children, it will be necessary to place them on the SEND list for social, emotional and mental health issues. In these cases, the SENDCO and parents will be involved. Strategies already listed will inevitably be used as well as other therapies – such as Theraplay - as advised by outside agencies, and according to advice from the educational psychology service.

Managing Transition

The organisation of our school means that children with behavioural concerns transition to their next class on three occasions. At such times, the relevant staff should liaise with each other to find out the most successful strategies to help and the child should be given appropriate support to help them prepare for their next step within the school.

Children joining the school should be visited in their nursery settings. During these crucial meetings, staff should liaise with nursery staff to identify the individual needs of all of our incoming pupils. Where relevant positive behaviour strategies should be shared.

When children transition to secondary school, any pastoral and behavioural needs/issues should be communicated to the receiving school at the appropriate transition meeting. Any behaviour records should be included in the child's individual yellow file. NB: If the behaviour is linked to any child protection concerns, the records may be held within a confidential child protection file. These records must be handed over in person to a DSL and signed for by the receiving school.

Use of reasonable Force (for Team Teach trained staff)

Key points taken from,

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

- *School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.*
 - *Suspension should not be an automatic response when a member of staff has been accused of using excessive force.*
 - *Senior school leaders should support their staff when they use this power.*
- (DFE guidance – see above link)

Two members of staff are Team Teach trained in order to manage the de-escalation and physical intervention of severe and challenging behaviour.

Trained staff include – Alison Willis (Head Teacher) Samantha Gray (Teaching Assistant)

Primary Prevention is achieved by:

- The deployment of appropriately trained and competent staff
- Avoiding situations and triggers known to provoke challenging behaviours
- Creating opportunities for choice and achievement

Secondary Prevention involves the employment of diffusion techniques following the recognition of early stages of a behavioural sequence that is likely to escalate. The use of physical intervention at this stage may be justified if it is clear that:

Primary intervention has not been effective and

- The risks associated with not using a physical intervention are greater than the risks of using same and
- Other appropriate methods have been tried without success

Implementation

All instances of physical restraint must be reported and will be shared with parents, and reported to Governors.

Risk Assessment

When physical intervention techniques are used, it is important that the appropriate steps are taken to minimise the risk to both staff and children. In the case of emergency interventions, the staff will make a risk assessment at the time taking into consideration the risks associated with intervention compared with the risks of not intervening. Employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety e.g. medical conditions. Where there are reoccurring incidents these risks will be included on individual BSPs.

Support following incidents

Team Teach techniques seek to avoid injury to the student but it is possible that bruising or scratching may occur accidentally, albeit in the interests of keeping the child and others safe. Any injury must be reported and recorded. If first aid is necessary, this must be recorded in the First Aid log. Following a serious incident, people take time to recover. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Any member of staff or student at the school involved in a serious incident involving physical intervention may require additional support following the incident. Staff should ensure that they are fully recovered before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary. Students may need a quiet time taking part in a calming activity. They may need to be removed from the incident and time to talk about how to avoid such an incident next time. They should however resume their usual routine as soon as possible.

Exclusions

On very rare occasions, when all other possibilities have been exhausted, it may be necessary to consider exclusion procedures. If and when such a case arose, the school would follow carefully the procedures as laid down by the DfE and Local Authority. A letter outlining the procedures of exclusions, external support that parents can receive if needed and return to school dates should be given to the parent and a reintegration interview will be arranged. Behaviour contracts will be signed on return.

Fixed Term Exclusions will be structured as follows in most cases. This is at the head teacher's discretion depending on the severity of the incident:

- 1 day for a first time exclusion.
- At reintegration meeting, a guidance sheet will be given detailing the next stages.
- 2 days for a second fixed term exclusion.
- After a 2 day exclusion, parents & child will need to meet with a panel of governors at the earliest opportunity available. This meeting will be to discuss how to work in partnership to resolve the behaviour issues. 3 days for a third fixed term exclusion.
- At this point, the Education Inclusion Partnership (EIP) will be involved as Permanent Exclusion will now be considered. Advice from EIP will be followed in partnership with the school and parents
- 5 days for a fourth Fixed Term Exclusion and Permanent Exclusion could be considered depending on the situation.
- Please note that any Fixed Term Exclusion can only become a Permanent Exclusion in exceptional circumstances where further evidence has come to light.

'The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.'

3:3 Exclusion Statutory Guidance June 2017 DfE

- Permanent Exclusions will be decided upon in conjunction with Governors and will follow procedures outlined by the DfE and Local Authority.

Searching, Screening and Confiscation

As outlined in,

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

*School staff can search a pupil for **any item if the pupil agrees**. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, **without consent**, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:*

- *knives or weapons*
- *alcohol*
- *illegal drugs*

- *stolen items*
- *tobacco and cigarette papers*
- *fireworks*
- *pornographic images*
- *any article that the member of staff reasonably suspects has been, or is likely to be, used:*
- *to commit an offence, or*
- *to cause personal injury to, or damage to the property of, any person (including the pupil).*

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

(DFE guidance – see above link)

Reporting to Governors

Behaviour is monitored on a termly basis and a written report on behaviour will be given to Governors if behaviour reaches Level 4.

References

- Behaviour and Discipline in Schools (DfE January 2016)
- Exclusions Guidance (DfE September 2017)
- Use of Reasonable Force (DfE July 2013, reviewed July 2015)
- Screening, Searching and Confiscation guidance (DfE 2018)

Linked Policies

SEN policy

Anti-bullying policy

Behaviour Protocol

_____ receives 1:1 support at all times within school. Usually the adult is interacting with but they will also step back to allow him to be independent when appropriate and monitor from a distance.

In most situations within school, _____ is given two choices by the adult working with him, both of which are achievable.

If no choice is made, _____ is reminded that he must choose or his adult will choose for him.

If the adult makes the choice, _____ is not permitted to change this decision and is expected to comply.

Potential behaviour issue	Planned adult response
1.	
2.	
3.	
4.	

Alison Willis and Sam Gray are both Team Teach trained and will be called upon when required.

I agree to the staff at Ruston Primary School following these guidelines when this child needs additional assistance.

_____ Parent

_____ Parent

_____ Class Teacher

_____ Support worker

_____ SENDCO

Rushton Primary School Physical Behaviour Record

Name of Child			
Date and time			
Adult(s) involved			
Reason for behaviour record			
What was done to try and de-escalate the situation			
Was physical ushering required?	No / Yes		
		If yes note the kind of PU used If Physical restraint was used please ensure it is included in the Bound and Numbered Book	
Was any physical contact made towards any adults?			
Was anyone hurt?	No	Yes Please complete the accident book if necessary	
Was a member of the SLT called?	No	Yes (If so who)	
What were the consequences of the behaviour?			
Signed:		SLT Signature:	

Rushton Primary School Behaviour Support Plan

Name:

Date of plan:

Review date:

Environment & Triggers:

Risk: Low	Medium	High
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Behaviour that might happen:

Slap	Scratch	Kick	Grab	Pinch
Spit	Punch	Bite	Arm grab	Clothing grab

Prevention strategies and techniques:

De-escalation:	Try	Avoid
Verbal advice and support		
Firm clear directions		
Negotiation		
Limited choices		
Distraction		
Diversion		
Reassurance		
Planned ignoring		
Withdrawal offered		
Withdrawal directed		
Change adult		
Humour		
Reminders about consequences		
Physical Interventions:	Try	Avoid
Help hug		
Cradle hug		
Standing wrap		
Sitting wrap		
Small child hold		

Signatures:

Parents:

Date:

Head Teacher:

Date:

Report Card

Name of Child:

Today's date:

Reason report has been given:

What action has been taken so far to modify behaviour:

To be completed during the meeting

My reflections

What did I do that meant I had to have this meeting?

Who do I need to apologise to?

What is going to change as a result of having this meeting?

Signed (Child): _____ Signed(SLT): _____