

BEHAVIOUR POLICY

Updated September 2017

A PARENT'S GUIDE TO OUR GOOD BEHAVIOUR POLICY

This document considers ways of dealing with inappropriate behaviour and strategies to encourage a calm and purposeful environment.

At Sharrow School we want our children to be happy and safe. It is our aim to provide a lively, stimulating environment for them to learn to read, write, acquire number skills, play together and discover and make things. Alongside this learning, we hope to encourage the children to behave well towards each other, their teachers and their parents/carers.

We believe good behaviour needs to be carefully developed it is too important to be left to chance. Young children need and respond to clear guidelines. The policy also considers ways of dealing with inappropriate behaviour and strategies to encourage a calm and purposeful environment.

HOW WE THINK OUR SCHOOL SHOULD BE

PUPILS' VIEWS

We want A safe, a sensible, a quiet, a good, a fun, an exciting, a kind school

Do the work you are supposed to be doing
hard work
try your best all the time
what the teacher says!
be kind
Respect others

SOME PARENTS' VIEWS

- Help our children to understand that certain behaviour will not be accepted.
- Be positive about good behaviour
- Use sanctions in certain situations
- Try and deal with children fairly and clearly.
- Try and have clear lines of communications between staff and parents/carers.
- Try to eliminate gangs.
- Watch out for victims.

WHAT CAN PARENTS DO TO HELP

- Talk to your child about appropriate behaviour in school
- Show an interest in all that your child does in school
- Support the school in implementing this guide.

- Encourage independence and self-discipline.
- Be aware of the school's expectations.

AS A STAFF WE HAVE MADE A DECISION TO:

- Develop personal, social and health education through circle times and thinking times, PSHCE lessons and Philosophy for Children
- Treat children as individuals and adapt our support for promoting good behaviour to meet those children's needs
- Develop and improve outside play provision.
- Develop P4C to support cognitive, social and emotional development
- Encourage a community ethos in the school.
- Develop a set of general expectations about behaviour to achieve consistency by staff. To discuss rules for different areas of the school with children.
- Use recognized rewards and sanctions when and where appropriate, using all staff to support this. These rewards and sanctions will take into account the requirements of children with SEN/disabilities.
- Include co-operative games such as parachute games into our circle times ideas - PE provision and PSHE lessons.
- Develop role play situations for the older children to help them understand how others may feel about difficult behaviour.
- Share good behaviour with parents.

WE WANT PUPILS TO:

- have consideration for others
- to behave in a way which is safe for themselves and others
- respect each other and their work and efforts
- listen to others
- share
- respond to adults instructions
- be assertive in a non-aggressive way
- work hard
- do their best
- to join in with a group

- tidy away
- be polite to others
- be responsible for themselves and their actions
- be independent
- develop strategies to deal with conflict
- understand expectations for behaviour within school

HOW WE CAN DEAL WITH DIFFICULT BEHAVIOUR

- Respond in a positive way.
- Re-direct children to a more positive activity.
- Direct children away from a situation.
- Have certain sanctions.
- Use trial and error - depends on child.
- Make sure children know some behaviour is not acceptable (eg by tone of voice)
- Make it clear to children that certain activities will be withdrawn if the difficult behaviour continues (eg large apparatus/school trips and out of school activities), taking account of SEN/disabilities.
- Tell children how you feel about the difficult behaviour and why it is unacceptable.
- Talk through with children how to deal with conflict etc.
- To use opportunities like circle times, thinking times and P4C to address behavioural issues to develop co-operative skills.
- To work together as a staff to support individual children - being consistent in our approach.

HOW WE ENCOURAGE GOOD BEHAVIOUR

WE TRY TO:

- be positive
- be consistent
- be firm yet flexible
- give praise
- promote mutual respect
- keep group activities interesting
- encourage the children to work co-operatively
- encourage children to take responsibility for their own actions and behaviour
- encourage the children to be purposeful
- encourage children to resolve their conflicts
- ensure all children understand what is being discussed or taught
- have 'quiet' times to discuss moral issues referring to incidents in classrooms (thinking times etc)
- give each child time to talk and express feelings about issues
- organize our classroom to encourage good behaviour

- help children to understand that their behaviour affects others in the group
- encourage children to support each other
- talk with parents/carers about behaviour causing concern

Physical Restraint

Sharrow School encourages pupils to make positive behaviour choices. However pupils sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff.

Our Restraint Policy is based upon the following principles:

- Physical intervention is used only as a last resort when other appropriate strategies have failed.
- Any physical contact is only the minimum required.
- Physical intervention is used in ways that maintain the safety and dignity of all concerned.
- Incidents are recorded and reported to the Headteacher.
- Parents are informed of each incident.

1. THE LEGAL FRAMEWORK

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Headteacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- » causing injury to his/herself or others
- » committing an offence
- » damaging property
- » prejudicing the maintenance of good order & discipline

This policy has been written with DFE

'Use of reasonable force' advice for Headteachers, staff and governing bodies July 2013 (see appendix 2).

2. DEFINITION OF REASONABLE FORCE AND RESTRAINT

The DFE guidance (2013) on the 'Use of Reasonable Force' defines and explains these terms in the following way:

- 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 extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence

or injury. 'Reasonable in the circumstances' means using no more force than is needed.

- 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 the classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in 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.

The DFE Guidance 2013 on 'Use of reasonable force' states that 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, trip or a 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.

In the exceptional circumstances when physical restraint or intervention becomes necessary, staff:

DO

- Summon help / involve another member of staff if possible
- Continue to talk to the pupil in a calm way
- Use simple and clear language
- Tell the pupil what she +/he must do for them to remove the restraint (this may need frequent repetition)
- Use the minimum force necessary
- Be aware of any feelings of anger
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax the restraint in response to the pupil's compliance

DON'T

- Try to manage on your own
- Stop talking even if the pupil does not reply
- Act in temper
- Allow a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Use physical restraint or intervention as a punishment
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil

My Plan

Name:

Date of Plan:

Review Date of Plan:

What does my behaviour look like?

Stage 1 Anxiety Behaviours My Behaviour: What I can do to help myself? What you can do to help?	Stage 2 Defensive Behaviours My Behaviour: What I can do to help myself? What you can do to help?	Stage 3 Crisis Behaviours My Behaviour: What I can do to help? What you can do to help?
Stage 4 Depression My Behaviour: What I can do to help? What you can do to help?	Stage 5 Recovery My Behaviour: What I can do to help? What you can do to help?	Stage 6 Follow up My Behaviour: What I can do to help? What you can do to help?

What are my triggers?

What do I like?

1.
2.
3.
4.
5.

De-escalation skills

	Try	Avoid	Notes
Verbal advice and support	<input type="checkbox"/>	<input type="checkbox"/>	_____
Giving space	<input type="checkbox"/>	<input type="checkbox"/>	_____
Reassurance	<input type="checkbox"/>	<input type="checkbox"/>	_____
Help scripts	<input type="checkbox"/>	<input type="checkbox"/>	_____
Negotiation	<input type="checkbox"/>	<input type="checkbox"/>	_____
Limited Choices	<input type="checkbox"/>	<input type="checkbox"/>	_____

Humour	<input type="checkbox"/>	<input type="checkbox"/>	_____
Logical Consequences	<input type="checkbox"/>	<input type="checkbox"/>	_____
Tactical ignoring	<input type="checkbox"/>	<input type="checkbox"/>	_____
Take up time	<input type="checkbox"/>	<input type="checkbox"/>	_____
Time-out	<input type="checkbox"/>	<input type="checkbox"/>	_____
Supportive touch	<input type="checkbox"/>	<input type="checkbox"/>	_____
Transfer adult	<input type="checkbox"/>	<input type="checkbox"/>	_____
Success reminded	<input type="checkbox"/>	<input type="checkbox"/>	_____
Simple listening	<input type="checkbox"/>	<input type="checkbox"/>	_____
Acknowledgement	<input type="checkbox"/>	<input type="checkbox"/>	_____
Apologising	<input type="checkbox"/>	<input type="checkbox"/>	_____
Agreeing	<input type="checkbox"/>	<input type="checkbox"/>	_____
Removing audience	<input type="checkbox"/>	<input type="checkbox"/>	_____
Others	<input type="checkbox"/>	<input type="checkbox"/>	_____

Preferred method Physical intervention?

Intermediate	Try	Avoid	Notes
Caring C Guide	<input type="checkbox"/>	<input type="checkbox"/>	_____
Friendly escort	<input type="checkbox"/>	<input type="checkbox"/>	_____
Single elbow	<input type="checkbox"/>	<input type="checkbox"/>	_____
Figure of four	<input type="checkbox"/>	<input type="checkbox"/>	_____
Double elbow	<input type="checkbox"/>	<input type="checkbox"/>	_____
Single elbow in seats	<input type="checkbox"/>	<input type="checkbox"/>	_____
T Wrap	<input type="checkbox"/>	<input type="checkbox"/>	_____
T Wrap to seats	<input type="checkbox"/>	<input type="checkbox"/>	_____
Seats to T Wrap	<input type="checkbox"/>	<input type="checkbox"/>	_____
T Wrap to ground	<input type="checkbox"/>	<input type="checkbox"/>	_____
Cradle	<input type="checkbox"/>	<input type="checkbox"/>	_____
Shield	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sitting Cradle Shield	<input type="checkbox"/>	<input type="checkbox"/>	_____
Front Ground Recovery	<input type="checkbox"/>	<input type="checkbox"/>	_____

Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

Listen Link Learn	
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Parents/Carers:	Name:
Teacher	Name:
Social services (if applicable)	Name:
Educational Psychologist	Name:
Case Worker	Name:
Young Person	Name:

Serious incident report

Seen by head:	Date seen by head:	Log number: 1
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Section A

Name of child:		Year group:	
Date of incident:	Time:	Location:	
Name of staff involved:		Names of witnesses:	
Reason for intervention			
Danger to self		Danger to others	
Severe damage to property		Behaviour we want to change	
Describe lead up to incident:			
De-escalation techniques used & effectiveness rating (1=Not Effective 10=Very Effective)			
Verbal advice & Support		C.A.L.M talking	
Distraction		Options offered	
Time out offered		Planned ignoring	
Time out directed		Success reminded	
Transfer adult		Contingent touch	
Choices		Listening	
Reassurance		Social Space (CALM Body language)	
Appropriate behaviour		Negotiation	
Praise Points		Take up time	
Other		Please specify:	

Details of incident:

Section B (Only to be completed if Physical controls were used)

Positive handling strategies used & effectiveness rating (1=Not Effective 10=Very Effective)					
Caring C Guide		Friendly Escort		Single Elbow	
Figure of four		Double Elbow		Single Elbow in seats	
Single Elbow in seats		Wrap		Wrap on floor	
Seated Wrap		Half Shield		Other	

Breathing Monitored		Number of staff involved	
Duration of physical intervention			

Section C Medical intervention (Please mark every box **YES** or **NO**)

Injury suffered by child		Please specify:
Treatment required		Please specify:
Injury suffered by staff		Please specify:
Treatment required		Please specify:
Injury suffered by others		Please specify:
Treatment required		Please specify:

Section D Follow up

What happened from the child's point of view?
How did the child feel?
What will the child do differently next time they feel that way?
Review of pupil's Risk Assessment / Care and Support Plan as a result of this incident:

Witness signatures			
Signed:	Date:	Independent advisor:	