

# Bridstow CE Primary School Behaviour and Positive Handling Policy 2015

## Aims and Objectives

Here at Bridstow CE Primary School, we have a few simple rules that are made for the well being of everyone who works, plays and learns here.

We aim to have a relaxed and pleasant atmosphere in which having a positive attitude is actively encouraged, where good examples are set, and where a fair and consistent system of rewards and sanctions operates in order to help us all to achieve these aims.

## What we understand

We aim to develop an understanding of:

- ❖ The need to make careful choices in our words and deeds.
- ❖ That all our actions have consequences and such consequences can be good or bad.
- ❖ That other people have needs, and that these needs can change.
- ❖ That we should respect others' point of view, but not necessarily agree with that viewpoint.
- ❖ That it is beneficial for all when we are polite and considerate towards others.
- ❖ That tolerance, co-operation and sharing are skills that make our community a happier place.
- ❖ That we need to be truthful and honest with others, and also with ourselves.

## Our Values

In order to achieve these aims, here at Bridstow School, we aspire to hold to the following values:

- ❖ We demonstrate and help others to show **Courage**.
- ❖ We try to be **Creative** in the way that we approach our work and world.
- ❖ We value times of **Peace** in our school, and look to use peaceful methods of resolution to solve differences.
- ❖ We show reliability and integrity, so that **Trust** between us can grow.
- ❖ We recognise that **Forgiveness** is the means by which damaged relationships can be restored. We look to help those who have made mistakes to make amends.
- ❖ We look to display **Justice** in our dealings with each other, taking responsibility for each other, ensuring that we have an inclusive community for all.

- ❖ Other values that we hold to be important include;

Thankfulness  
Compassion  
Friendship  
Hope  
Truthfulness  
Humility  
Generosity  
Respect and Reverence  
Wisdom  
Perseverance  
Service  
Responsibility

These are shared values; principles or convictions that act as a guide to our behaviour and how we interact with each other.

### **Rewards and Celebration**

Here at Bridstow School, we always emphasise positive values, and to reinforce this approach, we have a very comprehensive system of rewards that consistently recognise, encourage and celebrate good behaviour.

#### **Daily Rewards**

- ❖ Each member of staff has a reward stamp to indicate good work, helpfulness and exemplary behaviour. These are recorded by individual children in a class chart, and at appropriate time intervals (dependent upon the age and maturity of the children), children who achieve a class designated level are entered into a draw and prizes are awarded.
- ❖ Class teachers also use reward stickers for more specific purposes, such as reading or listening well.
- ❖ Daily certificates are awarded to recognise particular contributions to any aspect of learning or school life. These can be determined either by the staff or the children.
- ❖ The Head teacher also awards a special sticker when children are asked to show work to him/her during the working week.

We hope that these rewards enable children to be made very aware of the positive contribution that they have made in a simple, effective way. In addition, they give us a thorough and ongoing method of communicating success with parents.

## **Weekly Rewards**

Our '**Celebration Assembly**' (held on Friday) is an opportunity to recognise all that has been achieved during the school week, identifying where the children and staff have had greatest success.

Each class nominates a 'Student of the Week', who will be presented with a certificate.

One or two examples of excellent work will be shared with the whole school. Children who achieve awards both in and out of school will be recognised and their achievements valued.

In these assemblies our Values are referred to, and birthdays celebrated.

Parents are regularly invited to join our Celebration Assembly.

## **Longer Term Recognition**

At the end of every half term, a class 'Progress Cup' will be presented to the pupil who, in the opinion of the staff, has shown the most consistent and continued progress in their learning.

At the end of each year, the following will be awarded at the Leavers' Service in July:

KS1 Reading            KS2 Reading

KS1 Writing            KS2 Writing

KS1 Maths            KS2 Maths

KS1 Science

Music Award

Choir Cup

Sports Cup

Swimming Cup

Bowen Writer's Award

Smith Science Cup

Head teacher's Award

Values Cup

Awards for 100% Attendance

These rewards give a very full coverage with regard to all aspects of the life of our community.

They are designed to give a consistent and thorough approach to encouraging positive behaviour and achievement in our school, to be understood by all of the members of our community, and to be used confidently by all those involved in fostering good attitudes and the highest standards of behaviour.

## Encouraging Good Choices, Discouraging Poor Choices

While we make every effort to create a positive climate and encourage the highest of standards in terms of social behaviour, we recognise that we also require a hierarchy of intervention strategies that can us to achieve this position when children make the wrong choices.

### **General Classroom Principles**

- ❖ School and classroom routines are consistently and fairly applied.
- ❖ Clear expectations are set.
- ❖ Precise language is used when describing desired behaviour.
- ❖ Activities are planned that are challenging where possible, and supportive where necessary.
- ❖ These activities are motivating and well organised.
- ❖ Resources are readily available for all.
- ❖ Clear objectives are set, and progress is reviewed at the conclusion of the activity.
- ❖ Work is valued and success rewarded appropriately.

### **When intervention is necessary**

The following outline the hierarchy of interventions available to staff at Bridstow School. It begins with the low key interventions that are always preferable and should take priority over the latter forms of intervention.

#### **❖ Non Verbal Messages**

Eye contact

Frowning

Raising eyebrows

Shaking Head

Agreed hand signals (e.g. for sitting properly on a chair)

#### **❖ Tactical or Planned ignoring**

This can only be used if inappropriate behaviour is not disruptive, and does not threaten the safety or learning of others. This is only effective if followed by praise for appropriate behaviour, either by that child or one in close proximity.

#### **❖ Proximity Control**

Adult moves nearer pupil.

Pupil moves nearer to adult.

A hand is placed gently against the upper arm between the shoulder and elbow.

❖ **Description of reality**

The adult describes what the child is doing that is inappropriate and outlines clearly what effect this behaviour is having upon the class/other class members.

❖ **Simple Direction**

The adult describes the expected behaviour and outlines how the child can achieve this behaviour.

❖ **Rule Reminder**

The adult describes and shows the child the school rule that is being broken/ignored.

❖ **Question and Feed back**

The adult concentrates on the behaviour that is inappropriate rather than on the child's character. Questions are asked that focus upon the consequences for others. The adult should avoid being drawn into power struggles. Responsibility and choices should be placed squarely with the child.

❖ **Blocking and Assertive Statements**

The adult states - Stop doing ... (describing the specific behaviour), and behave in this way ... (outlining the desired behaviour).

❖ **Choices and Consequences**

The adult outlines clearly the consequences of both positive and negative choices. The adult is specific, and ensures that any rewards or sanctions are followed up fully.

❖ **And finally -Exit Procedures**

If the above do not result in a change in behaviour, then the pupil is removed quietly and sent to a senior member of staff.

It is vital that all interventions are carried out in as quiet and low key a manner as possible - it is much more beneficial to pay attention to good behaviour.

The teacher will deal with the individual child or small group rather than the whole class, working towards retaining a positive and fruitful atmosphere.

It is the inevitability of consequences that is important rather than the severity of sanctions - consistency of application will have its own reward in the majority of cases.

## More Specific Behavioural Difficulties

Where a specific difficulty is recognised, and a more formal behaviour strategy is needed, the following procedure will be followed:

1. A clear instruction will be given by the responsible adult.
2. Two children who are carrying out the instruction precisely are praised, repeating the full instruction each time.
3. A quiet, discreet verbal warning is given for continued non-cooperation. This is recorded.
4. Sanction 1: Isolation - the child is moved in class, this is recorded and the instruction repeated.
5. Sanction 2: Loss of 5 minutes break time - this is recorded and the responsible adult supervises.
6. Sanction 3: Loss of whole break time - responsible adult to supervise, child is sent to deputy head teacher and a notification slip is sent home informing the parents of the difficulties encountered.

(If there are 3 such occurrences in an agreed time span, if behaviour is knowingly violent, dangerous, racial or bullying the child will automatically move to sanction 4 below).

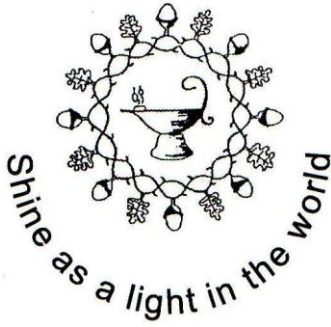
7. Sanction 4: Sent to Head teacher. Parents are contacted and asked to attend school in order to establish a Pupil Behaviour Plan. Governing Body made aware of difficulties and plan.
8. Sanction 5: Short Term Exclusion of up to 5 days determined by the Head teacher. Local Education Authority informed.
9. Sanction 6: Permanent Exclusion. Parents have the right to appeal to the Governing Body.

## Other Behaviour Strategies

Other strategies used for children with more specific difficulties might include,

- ❖ writing an IBP with the child and parents
- ❖ Target Diaries
- ❖ Behaviour Targets
- ❖ Behaviour Reward Charts
- ❖ Social Stories
- ❖ Comic Strip Conversations
- ❖ Specific use of SEAL (Social and Emotional Aspects of Learning) Materials
- ❖ Emotional Literacy
- ❖ Talkabout Programme (Small Groups or 1:1)
- ❖ Friends Programme

At Bridstow School we also have a 'safe place' called The Nest where children can go if they need to take time out or calm down.



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Bridstow

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Fax: 01989 564662

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### Behavioural Concern - Note for Parents

Dear \_\_\_\_\_

Date \_\_\_\_\_

We need to let you know that there have been difficulties with \_\_\_\_\_  
behaviour in school today.

The following was of particular concern:

\_\_\_\_\_

As a consequence, \_\_\_\_\_ was referred to the Assistant Head  
Teacher.

Please be assured that this action would only have been necessary if the negative  
behaviour was ongoing or of an acute nature.

Please sign below and return this slip to school so that we can be sure that this  
message was received.

If you feel you would like to discuss this matter further, then please contact school  
on 01989 562623.

Signed \_\_\_\_\_

Date \_\_\_\_\_



## Positive Handling Policy

### Statement of Safeguarding Children

Here at Bridstow CE Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests. Our SEN policy contains more information about information sharing.

Our Designated Child Protection/Safeguarding person is: Paul Sockett, Head teacher.

If the designated person is off site, then the assistant head/ assistant SENco have level 3 training and are sanctioned to contact heads in the Ross East Federation of schools, who will provide support and guidance.

### Positive Handling Policy

#### Any physical intervention must be:

- ❖ **REASONABLE**; Did the incident warrant a physical intervention?
- ❖ **NECESSARY**; Will someone be hurt if no intervention occurs?
- ❖ **PROPORTIONATE**; Was minimum force used?
- ❖ And in the **BEST INTEREST OF THE CHILD**.

This policy sets out the framework for the use of reasonable force or positive handling, but it must be clearly understood that this should always be set within the school's overall behaviour management framework and is only used as a last resort under-pinned by sound risk assessment. Providing successful inclusion may necessitate physical restraint but only as one of the strategies available for the management of challenging behaviour. Only in the event of failure of clearly defined protocols to bring control to the situation, or imminent danger to persons, should positive handling be considered.

### **Positive handling should also include non restrictive strategies:**

- ❖ stance and posture
- ❖ changes to the environment
- ❖ non verbal communication
- ❖ facial expression
- ❖ intonation
- ❖ simple positive messages

### **Risk Assessments and Positive Handling Plans**

Risk Assessments should consider

- ❖ the physical environment of the classroom
- ❖ break times activities and strategic hot spots
- ❖ staff deployment
- ❖ medical and health issues

### **Positive Handling Plans (PHP)**

A PHP will be written for individual pupils assessed as being at greatest risk of needing restrictive physical interventions in consultation with the pupil and parents/carers.

Legislation that came into force on 1.9.98 (Section 550 of the Education Act 1996) together with national guidance (DfES Circular 10/98), establishes the power of teachers and other staff to use reasonable force if required. This applies to all occasions when that member of staff is in charge of children both on and off school premises.

### **Use of Force Guidance August 2011 (Applies to schools in England)**

Key points

- ❖ School staff have a legal 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.

Staff 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.
- ❖ restrain a pupil at risk of harming themselves through physical outbursts.

Staff cannot:

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

Reasonable force would include those methods taught and practised in TeamTeach training. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result. In all cases, the person exercising the restraint must be authorised by the Head teacher (see Appendix 1, List of Authorised Staff) and have received appropriate approved training.

*'Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe' (George Matthews-Director)*

Staff must take into account if the child has an **individual risk assessment** or is listed on the **SEN register** and follow any guidelines mentioned.

**The school is aware and will act upon our legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs.**

## Documentation

### Incident reports

- ❖ The school will telephone the parents/carers as soon as possible.
- ❖ A detailed report will be produced of any occasion where force is used. It should be completed by those involved after everyone has recovered, signed and dated. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint.
- ❖ The forms used will be structured recording forms; Risk Assessment, Positive Handling Plan, PHP Checklist, Serious Incident Record (as provided by Team Teach. See Appendix 2, Recording Forms)

These documents will be used to monitor and evaluate incidences and to inform positive handling plans. Records/copies of incidents of restraint should then be filed and kept for a minimum period of 25 years from the date of the incident.

## **Complaints**

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably. (DfE: Use of reasonable force (updated: 11 July 2011))

<u>Date policy implemented</u>	January 2012
<u>Reviewed</u>	January 2015
<u>Date of review</u>	January 2016

## Appendix 1

The following members of staff have completed the 6 hour foundation course Teach-Teach Foundation Training Programme in Positive Handling Strategies:-

Rossanna Griffith	27 <sup>th</sup> January 2012
Fiona Turner	27 <sup>th</sup> January 2012

Refresher to be taken every 2 years.