



Inglewood Community Nursery and Infant School

Whole School Behaviour Policy

2018 - 2019

Date approved by Governors	Review date due
October 2018	October 2019

Rationale

At Inglewood Community Nursery and Infant School, we believe that everyone matters. This sense of community is fostered, and supported, by our school behaviour policy.

We believe that there are behaviours for both learning and for self-discipline, which we encourage through our approaches.

Our approaches assume that:

- The pupils are at the centre of all that we do,
- All teachers and support staff have the right to teach, and pupils have the right to learn, in a classroom free from disruptive behaviour,
- All staff teach and support pupils to follow rules and directions that clearly define the limits of acceptable and unacceptable pupil behaviours,
- As a community, we teach pupils to consistently follow these rules and directions throughout the school day and the school year,
- Parents / Carers also take responsibility for their child's behaviour.

Aims of our behaviour policy:

- To raise age-appropriate awareness about behaviour,
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his / her own behaviours,
- To have a consistent approach to behaviours throughout the school which include parental co-operation and involvement,
- To encourage a calm, purposeful, and happy atmosphere within the school, where good behaviours for both self-control and for learning are rewarded, and achievements at all levels are acknowledged and valued,
- To make boundaries of acceptable behaviours clear, and to ensure safety at all times in school and on trips/visits,
- To help pupils, staff and parents / carers have a sense of direction and feeling of common purpose,
- To foster positive and caring attitudes within our school community.

What we do to encourage appropriate behaviours:

Behaviours for self-control:

In Little Fawns and Nursery:

We acknowledge that for many of our two-year olds and, for some of our three-year olds, Little Fawns and Nursery are the first sustained experiences that they may have where they interact with people outside their own family. We establish enabling environments by using positive language throughout the day to:

- value each child,
- support each child to develop a secure base in which to explore their feelings and behaviours,
- praise each child's effort,
- respond to, and build on each child's interests,
- build a sense of community and belonging.

We want our children to develop positive relationships with others and so we are consistent in setting clear boundaries. This means that our 'in the moment' behaviour management focuses on a child's feelings – both positive and negative - and naming them with the aim of supporting them to become more self-aware and empathetic to other children.

Where there may be conflict between children, we know that our youngest children soon learn that saying 'Sorry' will get them 'out of trouble' but that they will not actually understand, or remember, what they are sorry for. Therefore, children in Little Fawns and Nursery are not made to say sorry but rather an adult will give a name to how the child is feeling and will use positive language to help them understand it e.g. "I know you're feeling angry but we are kind to our friends." The adult will also give a name to how the child has made the other child feel and, where appropriate, a possible solution e.g. "She is very sad. What will make her happy?"

If children need time to calm down, this is supported by the adult, away from immediate distractions such as toys and is kept short (2- 3 minutes maximum).

From Reception onwards

We consolidate and build on our enabling environment by encouraging good behaviours for both self-control and learning. We create a safe environment – both physical and emotional - by maintaining a clear and consistent use of our rules and sanctions. We respect all our pupils by including their culture and background in our approaches, and by listening to them and communicating that we have heard what they have said. We aim to raise self-esteem through using positive feedback, descriptive praise and giving attention for success, not failure i.e. catching them doing well.

Our processes ensure that pupils experience and have a sense of their own successes. We maximise opportunities for pupils to take responsibility for themselves in their behaviour by, for instance, providing choices wherever possible and we continue to ensure that understanding feelings is an integral part of our curriculum.

To encourage behaviours for self-control, we have 4 school rules. These are:

1. Follow instructions
2. Keep your hands, feet, and unkind words to yourself
3. Speak respectfully to each other
4. Ask permission to leave the classroom

The rules belong to the whole school and are adopted by all staff. They are displayed in the classrooms and around the school. They rules can change / be amended in response to behaviour trends / concerns.

The rules, their rewards and consequences are discussed with, and explained to, the children. The focus is on good behaviour for self-control and praising that behaviour.

In the term before they move to Reception, we support and teach our Nursery pupils to understand and follow rules 1 and 2. In Reception, Year 1 and Year 2, we expect all children to understand and follow the 4 rules consistently. Pupils track their own behaviour through a visual display, which is age-appropriate.



Figure 1: Reception Visual Behaviour Display



Figure 2: Year 1 and 2 Visual Behaviour display

How the system works:

Each day, children begin on either the sun or the green spot. Throughout the day, exemplary behaviour is rewarded by positive praise, stickers and by moving children's names to the rainbow or to the star. They may also be highlighted in Celebration Assembly. If children do not follow the rules, sanctions are used. These begin with supportive reminders and non-confrontational cues about desired behaviours. The aim of sanctions is to discourage future misbehaviour, although some form of reparation or atonement may be necessary on occasions. The real power of sanctions is in the child having a clear picture of the dependable and inevitable progression through the hierarchy. Things may be forgiven, but they are not forgotten.

First Time

Staff may use a look, a gesture or a word; they may point to the displayed rule or move closer to the child; they may use encouragement; they will focus on the learning being undertaken rather than comment on misbehaviour e.g. reminding the child what is 'now' and 'next' ('Now we are writing, next we will be going to P.E.')

Second Time

Teacher will use a child's name and link this to either: a reminder of the rule; a clear description of the desired behaviour; or a repeat of any instruction. They will also provide a warning of the implication of breaking the rule one

further time.

Third Time

Teachers will move a child through the traffic-light system. At each stage, the child is given a further reminder of the rule and a clear description of the desired behaviour. Children are informed what the practical sanctions will be if a child reaches red or the storm cloud and what the time span will be for its operation. Sanctions are clear, discussed, and talked through in each class.

In Key Stage 1, if a child reaches purple during the day, the child's parent / carer will be telephoned in the presence of the child to discuss the behaviours. If a parent / carer cannot be reached, a letter will go home.

The hierarchy of sanctions is mirrored by a hierarchy of positive responses so that the child can move back up towards green or to the sun throughout the day. Each day is a fresh start.

For a small minority of children who do not respond to this system, individual behaviour plans are put into place, working in partnership with parents/ carers.

Behaviours to build learning power

We believe that pupils develop behaviours for learning if:

- They feel safe and secure both physically and emotionally,
- They have high self-esteem through being valued,
- Learning outcomes are meaningful and linked to clear learning objectives,
- Levels of challenge are appropriate i.e. not so hard that the pupil feels overwhelmed or confused, or not so easy that the pupil becomes bored,
- They have a clear sense of short term and long term goals and receive positive feedback, leading to a growing sense of confidence in their own ability to develop competencies and to learn.
- They move from extrinsic to intrinsic motivation – that is moving from learning to gain an award to learning for themselves because they enjoy it! We recognise that this is age-dependent and that, at this stage, most pupils enjoy gaining private or public praise.

We use the S.U.M.O. approach. S.U.M.O. stands for and means 'I choose' in Latin and also stands for 'Stop, Understand, Move-On'. SUMO approaches support staff, governors, parents and children to be positive about developing behaviours that help, and reflective about behaviours that hinder, learning.

To encourage behaviours for learning, we use SUMO phrases. These are:

- Switch on your learning
- Be a futurologist (which encourages children to try something new)

Three SUMO strategies give pupils the opportunity to reflect and take responsibility for managing their own behaviours which may be hindering them from accessing learning in school. These are:

- Stop, press pause, start again
- Take a hippo breath / hippo time
- Change your T-shirt

These phrases are displayed in the classrooms and around the school.



Figure 3: SUMO posters

SUMO is an approach which we use in conjunction with Inglewood Junior School, so that there is continuity and a shared vocabulary with parents, carers and children across the two schools. We have adapted some SUMO phrases so that they are age-appropriate and staff introduce the Junior school phrases as part of our year 2 transition programme.

At the beginning of each school year, staff revisit and / or teach the SUMO learning behaviours that we expect from everyone. We praise and reward these good behaviours in a variety of ways – including individual praise, stickers, whole class awards and awards in Celebration assembly each Friday.

Throughout the year, we set and revisit, through example, the learning behaviours we expect. We encourage pupils to take responsibility for their own actions and behaviour.

Where necessary, and with parent / carer support, we use bespoke reward and sanction systems and / or nurture programmes to support pupils with challenging behaviours that are hindering their learning.

Some experiences in school (which may not in themselves be unpleasant) can trigger off compelling patterns of behaviour which may have developed out of school. These triggers may relate to learning, peers, adult/authority or organisations. We recognise such situations and attempt to minimise them where possible.

This may also hold true for parents / carers. We assume that parents / carers will treat school staff with the same respect they would expect to receive themselves. Any parent / carer who evidences challenging behaviours will be invited to discuss ways forward with the Headteacher and / or the Governors. Parents / Carers will be banned from school premises if their behaviour continues to be unreasonable and they can be prosecuted if they break the ban.

Our third behaviour strategy aims to support children to age-appropriate responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

Suggested Strategy for resolving conflict - 3 steps

The others listen with no interruptions.

They are encouraged to maintain eye contact.

Each child has a turn to say:

What the other(s) has/have done to upset them.

How they feel about it.

How they would like them to behave in future.

No one is allowed to interrupt or argue.

They go on taking turns until everyone has finished.

The adult is there as a referee, not as part of the discussion. S/he makes sure that the turns are taken that children stick to the three steps, that they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Boisterous Play, Bossiness and Bullying

Children might not always like what someone else is doing (boisterous play) but we teach them that they can do something about it. If one child is doing something that a second child does not like, we encourage that child to raise one of their palms in a 'stop' gesture and to say, 'Stop it. I don't like it.'

We teach this at the beginning of each school year and revisit it throughout the year. In class time and individually, we model age-appropriate solutions with the children – such as moving away and playing with someone else, or suggesting an alternative game, or saying why they do not like particular boisterous behaviours and what the child could do instead. If the child needs help to do this, adult support is provided.

This strategy is also useful if a child is being ordered about by another one. Some children like to organise others more than the others want to be organised and this is called being bossy. A bossy child will boss whoever is around at the time. Most children grow out of their bossiness as they become more self-controlled. We support bossy children to develop more cooperative play strategies and support timid children to begin to organise more games.

Bullying is the wilful, conscious desire to hurt or frighten someone. A bully does not stop when asked to and focuses on younger, smaller or timid children and may begin to rely on threat or force. Bullying can be physical and/or verbal in nature. Bullying also includes threats and fear. Research shows that most bullying occurs in the school playground and can range from horseplay to vicious assault. It can take place several times a day and it can go on for months or even years but it does not have to continue for long to have harmful effects on its victim. We work actively to deter bullying from happening and act quickly and appropriately if bullying is found to be occurring.

Preventing Bullying

We make a conscious effort at all times to teach the values which form an important part of our school aims: responsibility for self and others; respect and caring attitudes. We teach social behaviour by drawing on incidents as they occur in the daily life of the class; reward non-aggressive behaviour; attempt to raise the self-esteem of all pupils and try to tackle everyday racist or sexist language.

We are alert to situations where children's behaviour/body language leads us to suspect that things may not be well (this may include, for example, deterioration of work, spurious illness, the desire to remain with adults, erratic attendance, children who are in tears, who never smile or who are loners). We also take seriously reports from other children about their friends. If we suspect someone is being bullied in any way, we remove them from the scene of the incident and we give immediate support and reassurance. We confirm that it is right that they should tell someone what has taken place. We try to build up self-esteem and we ensure that someone is available if the child needs to talk.

We are aware of the key areas of school – toilets, the playground and ensure they are supervised during playtimes and at the end of the day.

Procedure

Any complaint is acted upon. Initially, the offending child is spoken to and asked to explain the reasons for their behaviour. The child who has made the complaint will be asked to confirm or deny the offending child's account (separately or with the other child, whichever the member of staff feels most appropriate). If the behaviour continues, we will challenge the behaviour and ask the offender to talk about the incidents. We will challenge 'excuses' in an age-appropriate way;

- 'It was only a joke.' *Did the victim think it was a joke?*
- 'We were only playing.' *Did everyone know it was a game?*
- 'It was an accident.' *Was it a 'non accident' accident?*
- 'I was only borrowing.' *Did the owner know?*

At all times, we make it clear that the behaviour was unacceptable and must change and we support the child to find a solution (such as playing a different game or attending a playtime club). We always listen carefully to all that is being said in order to ascertain if there is a cry for help or an indication of another problem. If so, we engage with other school processes (e.g. Early Help, Nurture).

Parents of both parties are informed of the incident and the outcome.

Challenging Behaviour

For a small minority of children who do not respond to our systems, we have a range of additional, supportive behaviour approaches. These are undertaken in consultation with parents/ carers and are included in our Behaviour Management and Positive Handling, Support and Physical Intervention Policy. A sample of this follows.

In very rare situations, it may be necessary for a teacher or a designated person to use physical intervention to control or restrain pupils. Section 550A of the 1996 Education Act makes it clear that teachers may use such force as is reasonable in the circumstances in order to prevent a pupil from doing or continuing to do any of the following:

- *Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).*
- *Injuring themselves or others.*
- *Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or annoy any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.*

In such instances:

- No more than the minimum necessary force should be used, taking into account all of the circumstances.
- More than one adult should be present (although it is recognised that this is not always possible.)
- The gender or cultural differences of the pupil should be considered when restraining.

- The purpose of intervention is to restore/ensure safety and restraint should not continue longer than is necessary.
- Physical contact and restraint should never be used in anger and staff should seek to avoid any injury to the pupil.
- Staff are not expected to intervene or restrain a pupil if by doing so they will put themselves at risk.
- Any incident of behaviour, intervention, physical control and handling will be clearly recorded and reported using an appropriate form.
- All aspects of intervention will be discussed with parents, professionals involved with the pupil and, wherever possible, the pupil themselves.
- If it becomes necessary to plan appropriate intervention, parents will be encouraged to work closely with the staff and a record made of their approval.

We believe that brief periods of withdrawal away from the point of conflict into a calmer environment may be more effective for an agitated pupil than holding or physical restraint. Staff in school have undergone 'Team Teach' training which focuses on de-escalation.

NAME OF SCHOOL: Inglewood Community Nursery and Infant School

BEHAVIOUR MANAGEMENT AND POSITIVE HANDLING, SUPPORT & PHYSICAL INTERVENTION POLICY

References

- DfE Use of Reasonable Force – Advice for Head teachers, Staff and Governing Bodies, July 2013
- DfE Ensuring Good Behaviour in Schools, 2012
- DfE Behaviour and Discipline in Schools – Guidance for Governing Bodies, July 2013
- DfE Behaviour and Discipline in Schools – Advice for Head teachers and School Staff, January 2016
- DfE Screening, Searching and Confiscation – Advice for Head teachers, School Staff and Governing Bodies, January 2018
- DfE Screening, Searching And Confiscation - Advice for Principals and Staff of Further Education Colleges, Sixth Form Colleges and 16-19 Academies, October 2012
- Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, September 2017
- DfE Statutory Framework for Early Years Foundation Stage, 2017
- DfE Keeping Children Safe in Education, September 2018 and Part 1 of the same guidance Keeping Children Safe in Education – Information for all School and College Staff, September 2018
- DfE Working Together to Safeguard Children, July 2018
- DfE Mental Health and Behaviour in Schools, March 2015
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings/Code of Conduct for Staff – October 2015

Children who present with challenging behaviour make special demands on schools. Examples of such behaviours include: violence towards other children or staff, self-injury, and /or actions performed with reckless disregard for safety and deliberate damage to property. We adopt positive behavioural management techniques to help such children to modify their behaviour in the long-term. These techniques include tools or strategies and are divided into those that are preventative and those that are reactive.

Our preventative strategies are:

- Clear and understood by all those who come into contact with the pupil,
- Based on thoughts/discussion about possible reasons for challenging behaviour,
- Where possible, the functional opposite of the behaviour we are trying to stop, e.g. if a pupil is constantly hitting someone else then we need to aim for them to be sitting in their seat because if they are in their seat, they can't be hitting someone.

Our reactive strategies are:

- Clear and understood by all those who come into contact with the pupil,
- Manageable,
- Focused on the behaviour not the child,
- Flexible,
- Aimed at De-escalation

The diagram overleaf provides a model of Behaviour Management aimed at reducing the need for physical intervention. The emphasis is placed on strong foundations, followed by planning and then provides some “tools” that can be used in the event of difficulties.

LAST RESORT PHYSICAL INTERVENTION



Planned ignoring	Time/Space	Diversion	Humour
Positive reminders	Positive Praise	Choices	Consequences
Tools			

Curriculum	Physical Set up of Room
Planning	Rewards/Consequences/Rules
Preparation	

Fairness	Flexibility	Trust	Humour	Respect
Relationships	Communication	Expectations	Team-Work	Consistency
Foundation				

When all the above strategies have failed, as a last resort, physical intervention may have to be used. Physical interventions can be placed in 2 broad categories:

Emergency Interventions:

Emergency interventions will involve a minimum of 2 staff employing, where necessary, one or a combination of the strategies from Team Teach in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running on to the road).

Planned Interventions

Planned interventions involve a minimum of 2 staff employing, where necessary, one or a combination of the strategies from Team Teach as an agreed response to an identified behaviour. This will be documented in a Positive Handling Plan and will be reviewed along with a pupil's IEPs. Permission of parents/guardians will be sought before initiating this as an accepted response. The Positive Handling Plan will list the accepted strategies to be used as well as strategies that may be used beforehand.

Whenever it is foreseeable that a pupil might require a restrictive physical intervention, we carry out a risk assessment which identifies the benefits and risks associated with the application of different intervention techniques with the named pupil. Assessing and managing risk is central to the process of deciding whether to use physical force and ensuring that it is both **reasonable** and **proportionate** to the circumstances. Where it is known that a pupil is likely to present severe behaviour difficulties, a formal assessment of the risks involved assist staff in judging the benefits and risks of any proposed intervention for themselves, the pupil concerned and others. This risk assessment is undertaken by a competent person, who knows the process of risk assessment and who has sufficient knowledge about the pupil and his/her behaviour to enable objective decisions to be made on the appropriate control measures to utilise. In the event that risks are thought to be serious for the child or others, a written assessment of the risks and the considered control measures, which may be required in order to reduce the risk to

the child and others, is made. A COMPLETED (example) risk assessment or Behaviour Management Plan template can be found at Appendix 1 with a Blank Plan held at Appendix 2. This Behaviour Management Plan (BMP) incorporates, where required, the individual's Positive Handling Plan. The BMP is signed and dated.

There may be some occasions when teaching staff have to react immediately in order to prevent harm. On these occasions, it may be necessary to use physical intervention.

How to complete a Risk Assessment/Behaviour Management Plan (BMP)

Part A

Part A (Appendix 2) of the BMP is a list of the benefits and drawbacks relating to all the possible options which could be considered as control measures for dealing with the behaviour of an individual pupil. This Part of the Plan is not generally seen by parents or others but is merely a brainstorming session by school staff in order that the most appropriate options can be chosen for a particular pupil.

Part B

Part B (also Appendix 2) of the BMP is the Management Plan for an individual pupil. The sections correspond with those on Form A but we will complete the sections with the options and control measures taken from those considered in Part A. Some or all of the options will be used to complete Part B. Once this form has been completed, we will ensure that it is agreed by the parents (and, where appropriate, the pupil him/herself) and other parties involved in the education of the individual pupil.

We discuss any additional control measures identified with the Special Needs Service, Property and Transport Services Unit, Learning Support Service and/or other organisations, so that assistance can be given to ensuring that all reasonable control measures are in place for the individual pupil.

Part B of the BMP forms part of the overall IEP for the pupil concerned and is subject to the general annual review process, although earlier review may be necessary.

Part C

Part C of the BMP (The Positive Handling Plan – Appendix 3) is completed **only** when staff have received training in positive handling techniques (currently Team Teach) and include the preferred handling techniques to be used in the event of a serious escalation of challenging behaviour and when all other methods of control e.g. de-escalation have failed.

Physical Intervention used by staff must be in accord with the idea of **“Reasonable Force”** and used only as a last resort once all other strategies have been exhausted. Legally, the test of 'reasonable behaviour' is significant when working with children and young people. All behaviours will be tested against that of a 'reasonable person' i.e.

"The standard demanded is an objective one, i.e. that of the ordinary reasonable man, in the circumstances of the case. He is a notional person being neither unduly apprehensive nor over-confident".

It is a criminal offence to use physical force or to threaten to use force unless the circumstances give rise to a 'lawful excuse' or justification for the use of force.

We have a duty of care to our pupils. This requires that reasonable measures be taken to prevent harm. The Use of Force to Control or Restrain Pupils allows teachers, and other persons who are authorised by the head teacher to 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:

- committing any offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a field trip or other authorised out of school activity.

The use of corporal punishment is not authorised, but neither is it true that any physical contact with a child is in some way unlawful. Therefore physical intervention will not constitute corporal punishment if used in the appropriate circumstances. Accordingly, a teacher/authorised person in these circumstances is protected, otherwise he or she may hesitate to act in an emergency for fear that the action may constitute an element of punishment. Any force used should always be the minimum needed to achieve the desired result.

All staff who have satisfactorily completed Team Teach training are authorised to use **Physical Intervention**. Once staff members have received their full training, refresher follow up training will take place when required.

In an emergency, however, the use of force by other people can be used to prevent injury or to prevent an offence being committed. It is, however, strongly recommended that before using force, staff attempt to use diversion or diffusion to manage the situation. If staff members have to use force, they must use techniques and methods with which they are familiar, confident and are permitted by the school. Any force employed, should be reasonable and proportionate and, where possible, it should reflect the person's previous training in the appropriate use of restrictive physical interventions.

Team Teach Staff

All teaching staff and support staff who might be asked to have control or charge of pupils who may require physical intervention have undertaken Team Teach training and are authorised to use it by the head teacher. **Volunteers, students or parents are never given authorisation.** The head teacher makes clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The head teacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the head teacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed.

Staff always report and record use of physical force that occurs in unforeseen or emergency situations using agreed school procedures.

Reasonable intervention is determined by particular and individual circumstances - including factors such as the age, size and the medical status or vulnerability of a pupil. Staff use the minimum force necessary to prevent injury and maintain safety, consistent with appropriate training they have received. The Criminal Law Act 1967 allows any person to use such force as is reasonable in the circumstances to prevent a crime being committed for example,

- where a person is being assaulted or is in fear of assault (in order to remove that danger);
- where a person is aware that another individual is in immediate danger of being assaulted;
- when a person is wilfully damaging property.

It is essential that any discussion of physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. Most of the time there will be no need for physical intervention and other methods can be used.

Accepted Physical Interventions Used

A range of guides, escorts and physical interventions from least intrusive to most intrusive are outlined overleaf.

These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restraints where 2 people are used will be deemed as a more restrictive hold. As the amount of restriction/number of people increases so does the risk; staff need to make a risk assessment based on the situation as to the level at which they are going to intervene.

Increase in Level of Intrusion	1 Person Standing/Walking	Single Elbow	Friendly Hold			Associated increase in level of Risk	
		Wrap	Figure of Four		Shield		
			Double Elbow				
	2 Persons Standing/Walking	Friendly Hold		1 Person to Chairs			
		Single Elbow		Friendly Hold			
		Figure of Four		Single Elbow			
		Wrap	Double Elbow	Shield	Figure of Four		
					Wrap	Double Elbow	Shield
	2 Person to Chairs	Friendly Hold			Associated increase in level of Risk		
		Single Elbow					
		Figure of Four					
		Wrap	Double Elbow				Shield
	1 Person to Ground Recovery	Friendly Hold			Associated increase in level of Risk		
		Single Elbow					
		Figure of Four					
		Wrap	Double Elbow				Shield
	2 Person to Ground Recovery	Friendly Hold			Associated increase in level of Risk		
		Single Elbow					
		Figure of Four					
		Wrap	Double Elbow				Shield

NB: Ground Recovery Holds are the most restrictive and carry the highest risk. Generally, staff members are not taught floor holds and are encouraged to avoid going to ground wherever possible. Exceptions may be if the child is already on the floor when physical intervention has begun, or circumstances are of such high risk that the ground recovery strategy is perceived and documented as being the appropriate strategy to employ. If a ground recovery hold is the only strategy left to use, then Team Teach trained staff will be called upon.

Training on physical intervention is given to relevant staff and includes sections on the background, theory and rationale behind the Team Teach approach, as well as an understanding of personal space and body language before any Physical Intervention are taught.

Any physical interventions used take account of age, cultural background, gender, stature and medical history of the pupil and staff involved.

What is Unacceptable and Could Lead to Litigation

Whilst it is understood that the circumstances in which physical intervention by employees/ volunteers may occur are diverse and fairly complex, Cumbria LA is reluctant to offer significant assistance to employees/volunteers where it has been established that they have behaved in an unacceptable manner towards pupils in their care. This would not stand the test of 'reasonableness' in law.

The following are some examples of what would normally be deemed unacceptable behaviour by employees / volunteers.

- Slapping/striking/kicking a pupil or causing deliberate injury to a pupil;
- Forcing a pupil's arm behind back or twisting or forcing limbs against a joint or holding or pulling a pupil by the hair or ear;
- Tripping up a pupil or pinning pupils against floor, walls or furniture;
- Sitting on a pupil; or exerting excessive pressure on to part of a pupil's body;
- Locking pupils in rooms or cupboards;
- Use of sexually inappropriate language or engaging in, or encouraging, sexually inappropriate behaviours;

Post Physical Intervention Procedures

As soon as is reasonable after an incident staff need to complete a 'Record of Positive Physical handling or Intervention' located in the Office (contained in the blue bound pad). The form should be given to the Head who will provide a de-brief for the staff and check their welfare. When both the staff member and child involved are calm then a de-brief needs to take place between them. This should include (if appropriate) a discussion about strategies that the child could use in future.

Completed records are passed from the staff involved to the Head for signature.

Statement for Parents

In keeping with our home/school partnership, we will inform parents/carers of our policy on Positive Handling. The statement will be included on the web and in our home school agreement. The statement will highlight:

- Our emphasis on care and protection for everyone within our school community.
- Our belief that Physical Intervention will be needed on very rare occasions.
- Our endeavour to handle situations with care and responsibility.
- Our intent to apply follow-up and repair strategies.

The statement will outline:

- When staff are authorised to use reasonable physical intervention.
- What steps will be taken after an incident has been dealt with.
- The responsibilities of staff, pupils and parents/carers in resolving situations.

Complaints

We all have a duty of care to the children in our school and cannot escape our legal responsibilities by avoiding taking appropriate and necessary action. Involving parents when an incident occurs with their child, together with a clear policy adhered to by the staff should help to avoid complaints from parents. However, it will not prevent all complaints.

A complaint form can be completed in a meeting with the Head and appropriate action will be taken.

Staff subjected to physical violence or assault, have the right to be supported in making a formal complaint to the police. Police involvement is likely to include incidents such as the possession of weapons.

We review this policy on a yearly basis.

APPENDICES:

Appendix 1	-	Behaviour Management Plan ('worked' example)
Appendix 2	-	Blank Behaviour Management Plan
Appendix 3	-	Positive Handling/Intervention Plan
Appendix 4	-	Standard Letter to Parents
Appendix 5	-	Complaint Form

BEHAVIOUR MANAGEMENT PLAN – PART A

(Completed Example)

School:

Name of Class Teacher:

Pupil/Student's name:

D.O.B.:

Class/Year Group:

Assessor:

Date of Assessment:

Review Date:

RISK REDUCTION OPTIONS

Risk reduction involves an examination of risk management options and consideration of the benefits and drawbacks of each option for the pupil, staff and others concerned. After weighing up the options available, some may be discarded as unsuitable. This will usually be because they have insufficient impact on the risk or have too many drawbacks (e.g. the use of a time out room may be considered to be the best option but the room designated may be some distance from the pupil's class base and therefore impractical to use). It is however important that **all** options are considered. This gives a history into those strategies that have been both tried and have failed or have succeeded. Such information should be recorded below:

Measures	Possible Options	Benefits	Drawbacks
<p>Proactive interventions to prevent risk of challenging behaviour or self-injury</p> <p>Examples only. This is <u>not</u> a prescriptive list.</p>	<p><i>Medication (Ritalin)</i></p>	<p><i>Reduces unpredictability of pupil.</i> <i>Allows pupil to be more receptive to instruction</i></p>	<p><i>Medication has to be given in school</i> <i>Volunteers required from staff to fulfil this role</i> <i>Security of medication required to be ensured</i></p>
	<p><i>Pupil not placed in this school</i></p>	<p><i>Reduction in adverse health effects on staff and peers</i> <i>Reduction in costs – time and funding required to ensure risks are kept to a minimum</i></p>	<p><i>Pupil is taught in establishment away from his locality and out-of-school peers</i> <i>Parents have a right to the mainstream education of their choice</i> <i>Change of school without parental agreement requires Statutory procedures to be followed</i> <i>Transport issues and additional costs associated</i></p>
	<p><i>One-to-one supervision</i></p>	<p><i>Pupil is continuously monitored and conflict is dealt with promptly before risk increases to unacceptable level.</i> <i>Pupil can gain trust in one person and additional control measures are consistent</i></p>	<p><i>Increased stress and risk to injury of supervisor</i> <i>Individual support asst. would require high level of specific training for pupil. Cost implication of employing full-time support. One support asst. should not undertake full-time support. Post should be split</i></p>
	<p><i>Short tasks given</i></p>	<p><i>Pupil Concentration maintained</i> <i>Less likely to be distracted</i></p>	<p><i>One-to-one support needed to ensure continuity</i> <i>Reduction in 'real-time' teacher support for other pupils.</i></p>
	<p><i>Input from other agencies e.g. Social Services, Psychological Service, Specialist Teaching Services</i></p> <p>Other specific educational related options listed here</p>	<p><i>Range of strategies offered increases</i> <i>Support for staff dealing on individual basis with pupil</i> <i>Continuous assessment of any changing need or deterioration in behaviour</i></p>	<p><i>Access to support can be infrequent and inconsistent</i></p>

<p>Early interventions to manage risk of challenging behaviour or self-injury</p> <p>Examples only. This is <u>not</u> a prescriptive list.</p>	<p><i>Directed time-out from situation e.g. take book to Head teacher</i></p> <p><i>Calm talking by support assistant/teacher</i></p> <p><i>Diversion of tasks</i></p> <p>Include other de-escalation/defusion strategies here</p>	<p><i>Removes pupil from crisis or deteriorating situation</i></p> <p><i>Reduces friction and diffuses situation</i></p> <p><i>Reduces friction and diffuses situation</i></p> <p><i>Removes pupil from deteriorating situation</i></p>	<p><i>Head may not be available</i> <i>Allows pupil free access to other parts of the school</i> <i>Risk of leaving the building unaccompanied</i></p> <p><i>Needs to be done as soon as indications suggest deterioration in behaviour</i> <i>Teaching time diverted</i> <i>Teachers/support assistants will require training in appropriate strategies</i></p> <p><i>Other pupils may be involved in diverted task</i> <i>Pupil is seen to be favoured by allowing access to particular 'favourite' tasks</i> <i>Requires significant teacher input to remove from situation and settle to new task</i></p>
<p>Reactive interventions to respond to adverse outcomes</p> <p>Examples only. This is <u>not</u> a prescriptive list.</p>	<p><i>Remove pupil from room</i></p> <p><i>Remove pupil to 'safe' room</i></p> <p><i>Physical intervention in accordance with Part C of document</i></p>	<p><i>Removes pupil from situation. Allows pupil to calm down.</i> <i>Takes away 'audience'</i></p> <p><i>Removes pupil from situation. Allows pupil to calm down.</i> <i>Takes away 'audience'</i></p> <p><i>Physical intervention will reduce risk of injury to others in the vicinity and individual</i></p> <p><i>All staff trained in physical intervention</i></p>	<p><i>Staff required to remove pupil safely. Increased risk to staff and pupil during removal process, particularly if pupil is resisting</i> <i>Staff would require training in safe methods of removal</i></p> <p><i>'Safe' room not available within school – no suitable area found</i></p> <p><i>Room available but is not considered 'safe' in terms of furnishings and fixings which would need to be appropriate e.g. soft furnishings, no 'ammunition' available, furniture minimal etc.</i></p> <p><i>Only trained staff should use recognised physical intervention strategies</i></p> <p><i>Continuous inherent risk to those using physical intervention techniques</i></p> <p><i>Staff training in physical intervention unavailable</i></p>

BEHAVIOUR MANAGEMENT PLAN – PART B

(Completed Example)

Pupil/Student's name:

Class/Year Group:

Assessor:

Date of Assessment:

Review Date:

Trigger Behaviours: (Describe common behaviours/situations which are known to have led to intervention/control measures being required. When is such behaviour likely to occur?)

- *Being asked to undertake specific tasks*
- *Being asked to take part in group activities*
- *Confrontation*
- *Being asked to share toys, activities etc.*

Who/what is likely to be harmed/damaged? (Give details of individuals who might be harmed as a result of the behaviour. Include staff, other pupils, self, or if it is more likely to be damage to property). In addition, give details of any individuals who might be at increased risk, pupils or staff)

- *Self – can attempt to run away from school putting him/herself in danger; has no perception of danger or consequences*
- *Other pupils – will lash out for no apparent reason; is over exuberant, has no perception of consequences of his/her actions; throws items around the room and at individuals*
- *Staff – will lash out at staff, particularly Isa or main teacher;*
- *Head teacher is particularly at risk because he/she is authoritative figure; LSA particularly at risk because of one-to-one working*
- *Staff trained in physical intervention, as they have inherent and continued risk whilst attempting to restrain*
- *Female staff who may be pregnant are at increased risk; Female staff who are pregnant at higher risk*
- *Individual pupils – pupil has fixation on fellow pupil increasing their risk of injury*
- *Other pupils who themselves are vulnerable and could not, because of their own disability, understanding or age, react quickly to mood swings or attack*

Behaviour details: (Describe what the behaviour looks/sounds like)

- *Sitting under/on furniture – refusal to move*
- *Shouting and swearing*
- *Lashing out at individuals*
- *Self-harm*
- *Running around the school; leaving premises without permission*

Proactive Control Measures (i.e. to prevent the risk occurring): Describe control measures/strategies to be put in place for individual pupil to prevent difficulties emerging e.g. increased supervision, escorting to and from lessons, limits on lessons, varieties of tasks, giving concise instruction, seating pupils next to good role model, seating close to exits to assist in removal if required medication (Ritalin) etc.)

- *One-to-one supervision at all times; supervision during lunchtimes; increased supervision during high risk lessons e.g. design technology, science, p.e.*
- *Administration of Ritalin - lunchtime*
- *Short tasks*
- *Transfer between lessons escorted by staff*
- *Positioning of pupil close to door to make it easier/safer to remove should incident occur*

Early Interventions to manage risk (i.e. defusion techniques): (Describe strategies that, where and when possible, should be attempted and which will help the pupil in difficult situations in order to avert problems)

- Verbal advice and support ✓
- Reassurance
- Calm talking/stance ✓
- Time out directed ✓
- Choices/limits/consequence
- Distraction (likes etc)
- Planned ignoring
- Take up time ✓
- Negotiation
- Humour ✓
- Contingent touch
- Time out offered ✓
- Transfer adult ✓
- Success reminder ✓
- Others

s

If others, please give details:

Reactive Control Measures (other than those listed above): Describe here current strategies or physical control measures to reduce the risk of injury: Include here any existing control measures e.g. increased supervision, bolts on doors, etc.

- *When pupil leaves school, staff follow at a distance, staff will never run after a pupil; phone parents/police/social services*
 - *When pupil 'kicks-off' staff will intervene and restrain within legal boundaries*
 - *Removal of other pupils from the vicinity to protect them*
 - *Removal of individual pupil from the vicinity/room and take to 'safe area'*
-

Preferred Handling Strategies: (Describe the preferred staff responses/holds – if trained in CCPI) – See also Part C – Positive Handling Plan

- *Complete in accordance with training and application to individual pupil*
 -
 -
 -
-

Additional/Proposed Control Measures required: (Include here any additional control measures which need to be considered in order to reduce or eliminate the risk of injury, e.g. staff training, additional staffing, support during certain high risk lessons/activities, gates/barriers to reduce risk of 'running', searching for weapons, etc.)

- *Staff require training in physical intervention*
 - *Additional support required*
 - *Security measures required in order to delay individual leaving premises*
 - *Increased input from specialist teaching service*
 - *Training required for all staff in de-escalation techniques and anger management*
-

De-briefing Process following Incident: (What is the level of care to be provided). Debriefing of pupil, staff involved, other pupils, parents etc:

- *Inform parents/carers of incident;*
- *Speak to individual pupil about his/her behaviour*
- *Inform parents/carers of any pupils involved in incident even though they may not have been injured, incidents which involve restraint can be upsetting for other pupils*

- *Speak to individual pupils and give ongoing support particularly if they have been injured or abused*
 - *Ensure staff involved are debriefed and that follow up discussions take place on a regular basis to ensure that effects of incident are minimised, some staff may be more affected than others. Continuous incidents involving individual members of staff on a regular basis will need to be carefully monitored to ensure the effects on the staff do not cause unnecessary stress and anxiety*
-

Head teacher or nominated representative comments:

Parental comments:

Recording and Notifications Required:

Parents/Carers Notified following incident	YES/NO	Date:-
Incidents recorded in Incident Book	YES/NO	Date:-
P25 completed and submitted (whenever injury occurs)	YES/NO	Date:-

Behaviour Management Plan agreed by:

Pupil (where appropriate):

Parents/Carers:

LEA input (if appropriate):

Headteacher:

SENCO:

Date:

Review Date:

**BEHAVIOUR MANAGEMENT PLAN - PART A
INCORPORATING POSITIVE HANDLING PLAN**

School:

Name of Class Teacher:

Pupil/Student's name:

D.O.B.:

Class/Year Group:

Assessor:

Date of Assessment:

Review Date:

RISK REDUCTION OPTIONS

Risk reduction involves an examination of risk management options and consideration of the benefits and drawbacks of each option for the pupil, staff and others concerned. After weighing up the options available, some may be discarded as unsuitable. This will usually be because they have insufficient impact on the risk or have too many drawbacks (e.g. the use of a time out room may be considered to be the best option but the room designated may be some distance from the pupil's class base and therefore impractical to use). It is however important that **all** options are considered. This gives a history into those strategies that have been both tried and have failed or have succeeded. Such information should be recorded below:

Measures	Possible Options	Benefits	Drawbacks
Proactive interventions to prevent risk of challenging behaviour or self-injury			
Early interventions to manage risk of challenging behaviour or self-injury			
Reactive interventions to respond to adverse outcomes			

**BEHAVIOUR MANAGEMENT PLAN – PART B
INCORPORATING POSITIVE HANDLING PLAN**

Pupil/Student's name:

Class/Year Group:

Risk Rating (H/M/L)	Residual Risk Rating (H/M/L)
---------------------	------------------------------

Assessor:

Date of Assessment:

Review Date:

Trigger Behaviours: (Describe common behaviours/situations which are known to have led to intervention/control measures being required. When is such behaviour likely to occur?)

-
-
-

Who/what is likely to be harmed/damaged? (Give details of individuals who might be harmed as a result of the behaviour, staff, other pupils, self, or if it is more likely to be damage to property). In addition, give details of any individuals who might be at increased risk, pupils or staff)

-
-
-
-

Behaviour details: (Describe what the behaviour looks/sounds like)

-
-
-
-

Proactive Interventions (i.e. to prevent the risk occurring): Describe control measures/strategies to be put in place for individual pupil to prevent difficulties emerging e.g. increased supervision, escorting to and from lessons, limits on lessons, varieties of tasks, giving concise instruction, seating pupils next to good role model, seating close to exits to assist in removal if required medication (Ritalin) etc.)

-
-
-
-

Early Interventions to manage risk (i.e. diffusion techniques): (Describe strategies that, where and when possible, should be attempted and which will help the pupil in difficult situations in order to avert problems)

- Verbal advice and support
- Reassurance
- Calm talking/stance
- Time out directed
- Choices/limits/consequence
- Distraction (likes etc.)
- Planned ignoring
- Take up time
- Negotiation
- Humour
- Contingent touch
- Time out offered
- Transfer adult
- Success reminder
- Others

s

If others, please give details:

Reactive Interventions (other than those listed above): Describe here current strategies or physical control measures to reduce the risk of injury: Include here any existing control measures e.g. increased supervision, bolts on doors, etc.

-
-
-
-

Positive Physical Intervention strategies and preferred Handling Strategies: (Describe the preferred staff responses/holds – if trained in CCPI) – See also Part C – Positive Handling Plan

-
-
-
-

Additional/Proposed Control Measures required: (Include here any additional control measures which need to be considered in order to reduce or eliminate the risk of injury, e.g. staff training, additional staffing, support during certain high risk lessons/activities, gates/barriers to reduce risk of ‘running’, searching for weapons, etc.)

-
-
-
-

De-briefing Process following Incident: (What is the level of care to be provided). Debriefing of pupil, staff involved, other pupils, parents etc:

-
-
-
-

Recording and Notifications Required:

Parents Notified following incident(s) YES/NO Date:-

Incidents recorded in Incident Book YES/NO Date:-

P25 completed and submitted (where injury has occurred) YES/NO Date:-

Head teacher or nominated representative comments:

Pupil comments:

Parental comments:

Behaviour Management Plan agreed by:

Pupil (Where appropriate):

Parents/Carers:

LEA input (if appropriate):

(SAMPLE) LETTER TO PARENTS

Dear

I would like to inform you that _____ was involved in an incident today and needed physical intervention to de-escalate the situation.

I would like to invite you into school to discuss this incident. This will include writing a Positive Handling Plan in case further intervention is needed in the future.

Please get in touch with me as soon as possible so that this may be arranged.

Yours sincerely,

(Headteacher)

(SAMPLE) Complaint Record

Date:	House/Class
Complaint Received By:	
What was the nature of the complaint	
Actions taken by the person receiving the complaint (if any)	
Comments or action taken by the Head of Service/Teacher	
Signature:	Date:
Comments or action taken by SMT	Date:
Signature:	