Behaviour for Learning & Exclusion Policy

Adopted on: 18th May 2021   **Review Date:** May 2022

This policy details the school responses to its statutory duties, under the **Equality Act, 2010**, to safeguard all pupils and to support the needs of pupils with SEN and those of all vulnerable pupils.

This policy takes account of the guidelines within **'Behaviour and Discipline in Schools', 2016, DfE.**

This policy should be read in line with the following Rusper Primary School policies: **Child Protection, Anti-Bullying, Managing Allegations of Abuse Against Staff, SEND, SEND Information, Online Safety, Relationships & Sex Education.**

Introduction

Rusper Primary School is a small, welcoming village school, with a socially varied catchment. The Behaviour Policy at RPS is a statement of good practice that covers all aspects of school life and contributes to the development and maintenance of **Safe Behaviour** and a positive ethos. The Staff and Governing Body recognise that there may be instances of unsafe behaviour at RPS however it is also understood that with the right intervention, disruption can be minimised and children can learn alternative, safer behaviours.

In establishing a positive learning environment throughout the school, this policy takes account of the Rusper Primary Governing Body's Guiding Principles for Behaviour and will be driven by our shared school values, aims and principles of behaviour

Values

Collaborative: is being part of a team that works cooperatively in partnership to achieve better outcomes

Enthusiastic: is being positive and engaged with learning; being ambitious and motivated by outcomes

Respectful: recognises the rights of every individual to have needs met, to make individual choices and be treated equally

Curious: is to follow fascination and explore; question and seek answers; to form a vision and be creative and innovative in making it a reality

Independent: demonstrate attributes that aid learning for life. These attributes include resilience, perseverance, confidence, decisiveness, responsibility, courage.

<u>**Aims**</u>

1. To develop and celebrate respectful behaviours in line with Rusper school values.

2. To develop a positive attitude to learning, kindness and consideration for others.

3. To protect the safety, well-being and capacity to achieve of every pupil.

4. To foster an understanding that every pupil owns their own behaviour and makes choices accordingly; and that individual responsibility must be taken for these choices.

Principles

A fundamental element of RPS positive behaviour management is that it is based upon the concept that all behaviour has meaning and is a communication from the child. Selecting effective interventions and strategies for developing positive behaviours will depend on how staff understand what a child's behaviour is saying about their own social and emotional experiences.

At Rusper Primary we are guided by the principles

➤ that we must accept all emotions as natural responses to circumstances
➤ that we help children to understand and manage their own emotional responses
➤ that we promote and encourage positive emotions which lead to positive behaviours.

Positive behaviour management in the first instance should always make reference to the values as a model for behaviour expectations. Of key importance is the value of **individuality** and the language of **respect for rights**. This policy asserts that every individual in Rusper Primary (pupils and adults) has the right to...:

➤ **Learn without limitation**
➤ **Be safe**
➤ **Feel safe**
➤ **Play fairly**
➤ **Have their own opinions and beliefs**
➤ **Be listened to by others**
➤ **Have access to shared resources in good condition**

Individual behaviours which demonstrate the core values and **respect** these **rights** should be highlighted, celebrated and reinforced efficiently and consistently. Individuals who uphold behaviour principals should know that they have done so. It is important that the positive behaviour is acknowledged, validated and nurtured. Teaching positive behaviours involves helping children to choose positive behaviours from options.

Pupils should always be encouraged and led to understand the consequences of their behaviour. At RPS it is recognised that pupils may behave unsafely, and that such behaviour is not always in their control. When a pupil behaves unsafely, they should be made aware of the consequences to themselves and to any victims of their behaviour.

When dealing with negative pupil behaviours, adults should always strive to build pupil trust and help pupils understand...:

➤ the importance of honesty
➤ how a behaviour has been unsafe or disrespectful
➤ the consequences of the chosen behaviour

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➢ the choices that were available to them at the time
➢ which choice would have led to a better consequence
➢ providing opportunities for repair and restoration eg via apologies, rebuilding trust, rebuilding relationships

The Role of Adults in Modelling Language and Positive Social Interaction

All adults working in a school have a **duty of care** to its pupils. In relation to this policy, it is expected that RPS staff members are pro-active in upholding the principles specified above and modelling positive language and behaviours at all times in their interactions with each other and with pupils. Every individual within our school community has the right to be spoken to courteously and treated kindly. Also, recent research highlighted by Education Endowment Foundation suggests that consistent positive greeting of pupils on entry to the classroom has positive impacts on improving overall standards of pupil behaviour. So, at RPS, we aspire for all staff and pupils to consistently

➢ Know the names of all pupils
➢ Greet each other using each other's names
➢ Smile
➢ Say "Please" and "Thank you"
➢ Hold doors open
➢ Model how to sit
➢ Model how to listen to others
➢ Model acts of kindness eg offer to help others

In addition, staff members at RPS understand the importance of building positive social connections for each child. Best practice is to help our pupils to feel validated and important at school. We do this taking the time to

➢ Talk with pupils
➢ Show an interest in the child's interests and the events in their life outside of school
➢ Remember events that are of importance to the child and ask about them
➢ Celebrate their related personal achievements

Consistent Langauge

Crucial in how adults use language effectively is to ensure a consistent professional response to all pupil behaviours.
At RPS we recognise the importance of a consistent professional response to all pupil behaviours. We therefore advocate the use of **"SUPPORT SCRIPTS"** to:
➢ Emphasise the positive behaviours desired
➢ Provide take up time
➢ Encourage professional language as opposed to emotional
➢ Promote confidence to say things you want to say
➢ Let children know we are trying to understand
➢ Create opportunities to scaffold / model more appropriate behaviour
➢ Promote verbal communication
➢ Provide pupils with a vocabulary to describe feelings
➢ Support adults faced with continuing stressful and frustrating situations
➢ Enable pupils to make an "informed choice"

Support scripts are derived for

➢ specific behaviours eg work avoidance on a tricky task
➢ For specific situations eg over competitive frustration during a game

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➢ For specific pupils according to the targets of a behaviour plan

When making a decision regarding which would be the most effective script adults will decide whether they wish to:
➢ Reinforce a desired behaviour
➢ Inhibit an unsafe behaviour
➢ Cue pupils' thoughts to make a "desired choice"

To avoid escalating confrontation with pupils who are presenting unsafe behaviours, staff can work in tandem to talk through a **Shared Script** to each other 'over the child' (so the child can hear). This might happen between a teacher and a support assistant or if a senior staff member is called to support another staff member in an escalating situation. As the pupil responds positively to the shared script dialogue, then the behaviour can be commented upon and the dialogue can move to being directed at the child.

Using Perspectives of Behaviour to Direct School Behaviour Management
The summary of approaches included here are informed by the Holy Brook School, Reading – Behaviour and Exclusion Policy

To meet the needs of all pupils, staff should access a broad range of strategies in order to achieve the aims of this policy. These strategies will be informed by behavioural management perspectives as derived by theorists and researchers in the field of child psychology. The dominant behaviour perspective directing school behaviour management at RPS is **Humanistic.**

Humanistic
➢ Focus on the quality of relationships with a pupil
➢ Using Active Listening to show the pupil they have been really heard
➢ Build self-esteem (see 'Modelling Positive Social Interaction') – also 'accept the child, but not the behaviour', 'catch them getting it right'

Other perspectives that inform Behaviour management strategies at RPS are

Behavioural
➢ Use pre-emptive strategies including
   - Consistent recording of behavioural incidents
   - Tracking behaviours
   - Identifying and understanding circumstances and triggers
➢ Use Individual Behaviour plans with targets clearly understood by the pupil
➢ Use consistent approaches – the certainty of a response and the consistency of the follow up matter more than the severity of the response
➢ Involve parents in the rewarding of positive behaviours and meeting specific targets

Cognitive-Behavioural
➢ Involve pupils in reflecting on their own behaviour, and in setting an monitoring their own targets
➢ Provide strategies for the pupil to self-regulate/ self-soothe when feeling anxious eg breathing, visualisation, relaxed muscle technique
➢ Explore how pupils attribute meaning to events and consider ways to reframe situations and experiences

Psychodynamic
- ➤ Be aware that pupils who have not received good enough care in their formative years may have impeded development as a result eg attachment anxiety. Such developmental gaps may lead to unconscious negative behaviour patterns
- ➤ Use structured interventions eg play therapy, art therapy, music therapy etc
- ➤ Refer the pupil to a counsellor via CAMHS https://www.westsussexscp.org.uk/professionals/childrens-mental-health/child-and-adolescent-mental-health-service-camhs

Environmental
- ➤ Consider the implications of classroom layout and décor on behaviour
- ➤ Think about how seating arrangements may impact certain pupils' behaviour
- ➤ Consider how playgrounds might affect a pupil's behaviour eg Are there opportunities for positive role model support? Are there quiet places? What play equipment is available?

Staff can access expertise in understanding these perspectives and associated strategies via our trained ELSA

Adapting Our Provision

As part of our commitment to inclusive practice all staff at Rusper Primary will apply a holistic approach. Where necessary, the headteacher and the SENCo will work with class teachers and support staff to agree specific approaches in line with **Individual Behaviour Plans / Risk Assessments** to promote desired behaviours. The formation and application of an Individual Behaviour Plan will follow a stepped process.

1. Manage and respond to individual behaviour incidents in line with required levels of restriction and consequence reflection (see subsequent sections)
2. Record behavioural incidents using CPOMs (and Bound Numbered Book if restraint required – see Recording Behaviours)
3. Track behaviours and identify patterns of trigger in response to circumstance
4. If behaviour presents an on-going risk to learning, well-being or safety an Individual Behaviour Plan will be formulated.

Individual Behaviour Plan / Risk Assessment

These begin with an assessment of the child's strengths and difficulties via the SDQ questionnaire https://www.mentallyhealthyschools.org.uk/media/2041/sdq-uk-english-single-side.pdf

The resulting profile will be incorporated into the first section of the West Sussex model Risk Assessment (derived from the DfE model) – **see Appendix 2**

The Risk Assessment document is then completed to identify the behaviours shown by the pupil at different stages of escalation – from calm to crisis. The risk assessment will also include strategies and scripts for consistent intervention to enable the pupil to return safely to normal routines.

The interventions may include specific eg
- ➤ Learning Mentor support sessions
- ➤ Lego/Art/Music therapy
- ➤ Drawing and Talking
- ➤ Social Skills Interventions

All Individual Behaviour Plans will be shared with the parents/carers of the child. The specified approaches will be agreed and reinforced by the parents.

The Strengths and Difficulties Questionnaire will be used after a period of intervention to establish progress and impact of intervention.

Teaching Learning Behaviours

Rusper Primary aims to teach pupils greater awareness of their own behaviours and to provide the necessary strategies that lead to greater success. Teaching positive behaviours includes helping pupils cope with setbacks and self-regulate their own behavioural responses. Our aim is to develop and embed such strategies with individuals and groups so that they are better able to achieve as individuals. As identified by the **Education Endowment Foundation,**

"Once such strategies have been developed and strengthened, they turn into essential life skills and help students become motivated and determined to succeed.", **'Improving Behaviour In Schools', EEF**

The important Behaviours for Learning are
Emotional:
Inner voice, mental well-being, dealing with setbacks; and self-esteem, self-worth, and self-competence
Social:
Pupil relationship with teacher, pupil relationship with peers and collaborative learning
Cognitive:
Motivation, growth mindset, working memory/cognitive load and communication via effective teacher-pupil dialogue and modelling

In line with the model established by **Powell and Tod,** RPS seeks to respond to any learning behaviour effectively by considering the following three key elements

Increase Pupil Engagement by developing the pupil's relationship with self. The most powerful tool here is effective teacher –pupil dialogue eg
 - If a pupil's sense of self-competence is low, teachers or support staff will take time to listen to pupil's concerns and provide challenges to persevere and overcome setbacks.
 - If a pupil's relationship with peers is underdeveloped, teachers and support staff will take time to listen to the pupil's concerns and provide strategies for improving relationships with peers

At Rusper, opportunities for developing a pupil's relationship with self are brought about by daily incidental interactions, focussed 'consequence reflection' sessions (a teacher will allocate a short time without other pupils present to discussing behaviours); and, where required, targeted intervention.

Improve Access by improving the pupil's relationship with the curriculum eg
 - If a pupil is struggling to overcome setbacks, teachers will ensure all work is appropriately levelled, in turn ensuring that success is experienced. All the while ensuring that overcoming challenges are praised.
 - If a pupil's relationship with peers is underdeveloped, teachers and support staff will utilise curriculum opportunities to foster positive collaborative working, and in turn foster positive peer relationship development.

At Rusper, all teachers ensure successful access to work by adapting tasks according to any behavioural learning needs and/or Special Educational Needs. (See **SEND Policy** and **SEND Information Report**)

Ensure Participation by developing the pupil's relationships with others

 - If a pupil is struggling to overcome setbacks, teachers will ensure they set a classroom culture where pupils are proud to say they found a task difficult at first, and where they are not afraid to get things wrong.
 - If a pupil's relationship with peers is underdeveloped, teachers will ensure that opportunities for collaborative working feature as a regular part of class learning; and that the skills of effective teamwork are taught.

At Rusper, all staff ensure participation via daily school value re-enforcement, and through the teaching of specific behaviours as part of

> ➢ **Value themed assemblies** such as Kindness, Respect, British Values
> ➢ **Events** such as 'Anti-Bullying Week'
> ➢ **RSE lessons** with themes such as friendship. (See RSE Policy)
> ➢ **PSHE lessons** with themes such as online safety (see Online Safety Policy)

Pupil Voice

We also promote participation by ensuring pupils are given the opportunity take ownership of the core values and behaviour principles in the class. At Rusper, pupil voice contributes directly to the formation of a class positive behaviour charter – a vital part of the **positive behavioural environment** of the school.
To this end every teacher will facilitate discussion around the core values and principles of respecting the rights of others using every day contexts that are age-appropriate, and that the pupils can relate to.
From these discussions, a class charter (rules) should be written, displayed and made reference to in all forms of in class behaviour management. The language of the charter should always be positive…eg

> ➢ **"We will look after classroom resources by respecting that things need to be put away carefully and neatly."**
> ➢ **"We will respect the appearance of the cloakroom by independently looking after and tidying away our own possessions"**
> ➢ **"We will take turns to speak and listen, and stick to agreed roles when working collaboratively."**

Classroom displays of Behaviour Charters will also be accompanied by clear language and visually striking symbols of school values (in RPS' case, hands).

Such charters should also be established for shared spaces. These will be facilitated through school council and produced by them. Shared Space charters will be referred to and upheld by all adults working in those areas.

The children identify the following behaviours as important:

> ➢ Demonstrating any facet of the core values: especially **independence**, **collaboration**, **respect**
> ➢ Respecting the rights of others to be safe, to learn without interference, to be happy
> ➢ Persevering
> ➢ Extra effort
> ➢ Being resilient (taking a positive attitude to a mistake)
> ➢ Using initiative
> ➢ Listening to others and taking turns
> ➢ Putting others first
> ➢ Respecting the school environment
> ➢ Taking responsibility for possessions/equipment/school environment

Positive Reinforcement

Staff at Rusper Primary work consistently in every class to both promote and celebrate positive behaviours.

Praise
The Education Endowment Foundation document 'Improving behaviour In Schools' points to the benefits of using increased behaviour-focussed positive praise. Specifically, by employing the **5:1 ratio** of Positive-to-Negative interactions. This ratio is explained as the application of five compliments or positive behavioural acknowledgements for every complaint or criticism the teacher gives.

Mindful of the 5:1 approach, RPS staff strive to 'catch pupils being good', and verbally acknowledge positive behaviours at every point, every day.

Teachers and Senior leaders will consistently use a system of providing regular positive behaviour praise home to parents. Each time a child is awarded 'Star Of The Day' (see below), a message will be sent to the child and their family via direct Teams message.

Reward
RPS employs reward strategies to acknowledge positive behaviours as follows.

In all classes, a child is chosen to be **"Star of the Day"** in recognition of positive behaviour / attitudes. These pupils receive certificates in Friday celebration assembly.

In Reception year, the children are rewarded for positive (values linked) behaviour choices with the marble in the jar incentive. Once it is full, there is a marble jar treat. Reception class also use the sun, star, rainbow and rain clouds for behaviour management. When there is evidence of positive choices, children move their name up, any poor choices, children move down to the clouds. If a child is on a cloud, they are put back onto the sun as soon as better choices are demonstrated.

From Year 1 pupils are given Rusper points. These are awarded for any demonstration of school values, positive learning behaviours, and for specific progress toward behavioural targets.
Team points are recorded over the term. An award card is presented at the end of term to reflect the highest award achieved:

Bronze	40 team points
Silver	70 team points
Gold	100 team points
Platinum	130+ team points

A termly prize (usually a book, game or craft-based kit) is also offered each term for the child gaining most team points in each year group.

Rusper Points are also tallied and go toward overall house competitions. On-going house point competitions are displayed in the school corridor for all to see.

Challenging Unacceptable Behaviours
All unacceptable behaviours must be consistently challenged and managed by all staff.

Low Level Unacceptable Behaviours
These can be defined as any behaviours which are not upholding the positive values and principles described above; but also those which do not have any direct impact on the safety and well-being of the child themselves or on other pupils.
The RPS approach to behaviour management assumes that with consistent application of the strategies for teaching positive behaviours, the incidence of Low level negative behaviours will be minimal. Where it occurs, any such behaviour should be identified verbally by the teacher, and the child be given a chance to adapt their behaviour. (Verbal identification is best delivered quietly between teacher and child – without an audience. However it is acknowledged that this might not always be possible).

Sanctions for Low-level Unacceptable Behaviours

Consequence Reflection

Where identification of unwanted behaviour is not acted upon by the child, a period of <u>Consequence Reflection</u> will be required by the child during the next available break time. Consequence Reflection should be directed by the teacher asking the child specific questions about the impact of their behaviour on their own learning and possibly that of others.

Completion of missed or unacceptable work

Where the quality of a pupil's work falls short of expectations relevant to the individual, it will be necessary for the pupil to complete the work to an approved standard in their own time.

Serious Unacceptable Behaviours

Serious Unacceptable Behaviour is any behaviour by an individual or group, intentional or otherwise, which causes either emotional or physical harm to themselves or another (See also Anti-Bullying Policy).
Therefore serious unacceptable behaviour is

- Any words said from one to another with the intention to hurt feelings – ie the pupil saying hurtful comments has knowledge that it is unkind.
- Any words said from one to another, where a pupil uses inappropriate language – including swearwords, sexual references, racist comments, homophobic comments.
- Any words said from one to another (particularly from pupil to adult) which are deliberately disrespectful / show a lack of reasonable courtesy.
- Any words said from one to another with the intention to threaten or intimidate – ie a threat of violence
- Any physically violent behaviour which is intended, or shows a serious lack of concern towards the safety of others.
- Any unwanted /non-consenting deliberate physical behaviour of a sexual nature against another.
- A deliberate attempt to spit at another child or adult.

Serious unacceptable behaviour is also **any** behaviour which disregards the school environment, equipment or property of others eg
- Deliberate damage of furniture or equipment
- Deliberate defacing or destruction of other's work

Thus unacceptable behaviour is **unsafe** behaviour. Serious unacceptable behaviour is also not following adult instructions when safety is paramount.

It is the responsibility of the whole staff to challenge unacceptable and unsafe behaviour, whether it occurs in the classroom, around the school or on off-site activities.

The basic approach for challenging unsafe behaviour is:
➢ To refer to principles of agreed scripts
➢ To affirm desired behaviours
➢ To use positive / professional language

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Together we learn, together we succeed

Sanctions for Serious Unacceptable Behaviours

Reduction In Oppportunity
The key consequence of a pupil's unsafe behaviour is <u>a reduction in opportunity</u>. Eg not joining ball game play at Break Time. The ethos of **Keeping Safe** enables a system free of "sanction and reward" to operate. When reducing a pupil's choice or access to a particular activity it must be communicated to the pupil that it is because we care about them and we wish to keep them and others safe. This ensures positive communication is maintained when supporting a pupil to understand and accept consequences for their unsafe behaviour.

Where serious incidents have led to either an injury or upset to another pupil, positive communication between staff and the responsible child should steer towards restorative actions as outcomes eg apologies or acknowledgement of consequences.

Serious incidents of unsafe behaviour are recorded in accordance with the serious incident flow chart. Reports are then shared with the whole team during the weekly Briefing Meetings. Such incidents should be used to update any risk assessment and inform a whole school consistent response to the specific behaviour.

Forming a Behaviour Plan
RPS will not tolerate repetitive unsafe behaviours. If there is more than one incident of similar unsafe behaviours within a two week period, school leaders (Headteacher and or SENCo) will seek a meeting with the child's parents/carers to set up, agree and initiate a behaviour plan (see Appendix 1).
The Behaviour plan is built around a positive target for the pupil to focus on. This can be incentivised, but will also include positive scripts to facilitate parents and teachers creating consistent feedback for the child.
During the time the plan is live, there must be daily communication/feedback between school and home re the child's behaviour. Communication can take place via Teams, Email or a Home-School book.
The plan will be reviewed every two weeks. If the child has achieved the target and it is felt the plan is no longer required, it will be stopped. If more work is required the target will be adapted and re-set for another two week period.
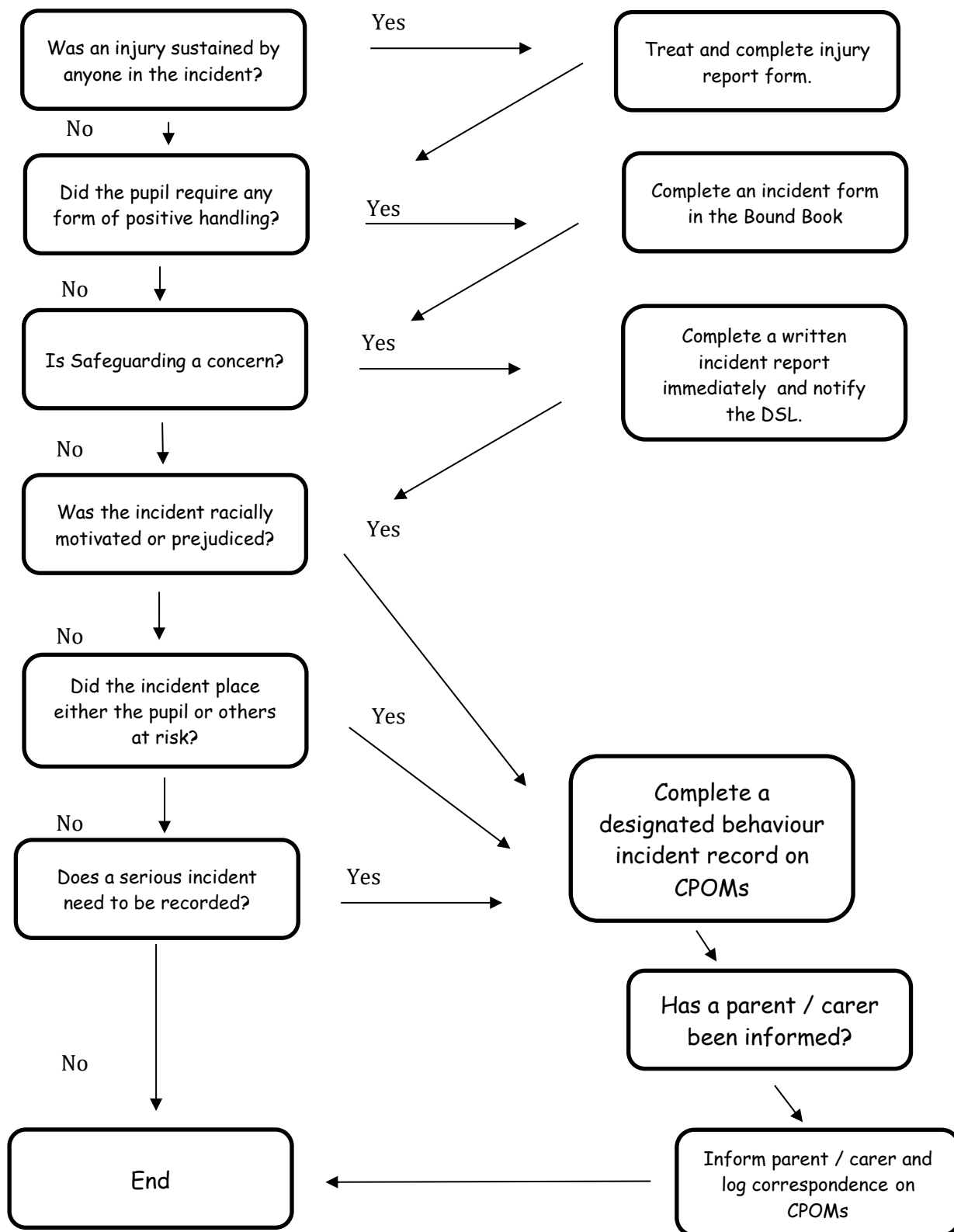
Safeguarding
RPS will always be mindful to consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, the school should follow the schools' **Child Protection policy**. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Managing False Allegations Against Staff
Readers of this policy are referred to the separate **Managing Allegations of Abuse Against Staff** policy for all elements of how RPS will manage allegations against staff.

Serious Incident Reporting Flow Chart

Was an injury sustained by anyone in the incident?

Yes → Treat and complete injury report form.

No ↓

Did the pupil require any form of positive handling?

Yes → Complete an incident form in the Bound Book

No ↓

Is Safeguarding a concern?

Yes → Complete a written incident report immediately and notify the DSL.

No ↓

Was the incident racially motivated or prejudiced?

Yes →

No ↓

Did the incident place either the pupil or others at risk?

Yes →

No ↓

Does a serious incident need to be recorded?

Yes → Complete a designated behaviour incident record on CPOMs

No ↓

↓

Has a parent / carer been informed?

↓

Inform parent / carer and log correspondence on CPOMs

→ End

Exclusion

RPS follows the guidance set out in the following document:
- Exclusion from maintained schools, academies and pupil referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion. September 2017

It also follows the relevant legislations
- Education Act 2002, as amended by the Education Act 2011;
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- Education and Inspections Act 2006;
- Education Act 1996;
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

It is the expectation of Rusper Primary School that children are not excluded as a reaction to a single situation or incident. It is important that staff, parents and pupils have the opportunity to reflect on the situation, its build up and its consequences in order ensure an appropriate considered professional response.
Decisions to exclude should not be made in haste. The Head should consider all facts and consult all relevant members of staff and if possible the pupil as well as considering the appropriateness of any alternative to exclusion before making the decision. Fixed term exclusions are used as a last resort and are as short as possible. Once a decision to exclude has been taken work should be set for the pupil and sent home, this is the responsibility of the class teacher. The school will inform parents in writing of the exclusion and a reintegration interview will be arranged for the child's return. The school will also inform West Sussex Local Authority of the exclusion.

Positive Handling

Use of Positive Handling
Positive Handling is the term we use in Rusper Primary School to encompass the occasions an adult, in the course of fulfilling their duty of care and their job description, has need to make physical contact with a child. Positive Handling includes the use of force for control and restraint, as described in the Education and Inspections Act 2006. No legal definition of reasonable force exists, however for the purpose of this policy and the implementation of it in Rusper Primary School:

- Positive Handling uses the *minimum* degree of force necessary for the *shortest period of time* to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be *proportionate* to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the pupil's SEN profile / Risk Assessment in the first instance to manage any incidents of challenging behaviour
- If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach techniques that they have been trained to use.

A member of staff who has not been trained in team teach techniques, may make the professional judgement that it is *absolutely necessary* to physically intervene to maintain the safety of one or more children or members of staff. If a member of staff makes such a judgement they must comply with the points above, i.e. that they can restrain a child in a *reasonable* manner that is *proportionate* to the nature of the incident for the *minimum possible time*. They should take sensible steps to seek the support of a senior colleague as soon as safely possible. Any such incidents of restraint are also bound to be recorded as described below.
The overriding consideration should still be the reasonableness and proportionality of the force used.

All the techniques used take account of a young person's;
- ➢ Age
- ➢ Gender
- ➢ level of physical, emotional and intellectual development
- ➢ special needs
- ➢ social context

They also provide a gradual, graded system of response.

Where behavioural records and/or risk assessment identifies a need for a planned approach, plans (Individual Behaviour Plans) are written for individual children and where possible, these will be designed through multi agency collaboration and, with parental consent, shared with and supported by other agencies/services working with the child to facilitate consistency of approach so far as is possible.

Minimising the Need to Use Force

At Rusper Primary School we endeavour to create a calm environment that minimises the risk of incidents arising that might require the use of force. We identify individual needs, including those of social, emotional or mental health and plan with these needs in mind to ensure the most positive outcomes possible for all children. Planning for individual needs includes lesson planning, management of play/lunchtimes, inter-agency working, risk assessments etc.

Some pupils' SEN may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, for example children with a diagnosed developmental disorder. This may necessitate individualised support. Such support may be described in a Risk Assessment & Individual Behaviour Plan. In some instances a whole school approach is required, in this case the SENCo will inform staff of the protocol for supporting these children.

Through the PSHE/RSE curriculum pupils learn about feelings and managing conflict, where this is appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing.

Where specific pupils are risk assessed as more likely to require intervention, members of staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. These include

Time out

This involves restricting the child's access to positive reinforcements. It is a specific behaviour management technique and does not necessarily mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding. It could be as simple as turning away from a child who is attention-seeking, or positioning a child away from the class/group. This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

Withdrawal

This involves removing the child from a situation that causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group, to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. The arrangement of "quiet time" shall be negotiated between the child and staff involved.

Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force.

Prevention of unsafe behaviour will be enabled through:
- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- Exploring pupils' preferences relating to the way/s in which they are managed
- Staff employ 'defusing' techniques to avert escalation of behaviour into violence or aggression

Training
RPS is committed to a programme of Continuous Professional Development to support staff with all elements of Positive Behaviour Management.
All classroom based staff and the Headteacher have received Level 1 Team Teach Training – last updated 19.4.21
This training qualifies staff in
- Understanding Behaviours as a communication
- De-escalation Strategies for pupils in escalating levels of crisis
- Physical Intervention

Range of Positive Handling
Positive Handling describes a broad spectrum of physical contact with children that staff may use in fulfilling their duty of care and job descriptions. It encompasses care, control and risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, defusing, and de-escalation. Risk assessment identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

1. Physical Contact
At Rusper Primary we recognise that appropriate physical contact occurs between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact, as long as this is within public view, sensitively carried out and age/person appropriate; for example comforting a child who has fallen in the playground, administering first aid, guiding a child safely past an obstacle, handshakes/ high-fives, demonstration or guidance in PE or sports lessons etc.

2. Physical Intervention
This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant. This technique cannot be emphasised enough and in the hands of a skilful practitioner, many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to "defuse" a situation by a timely intervention.

3. Physical Control / Restraint
This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property or if the child's behaviour represents a significant disruption to the maintenance of good order and discipline. The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint. Restraint is the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person's free movement (Team Teach definition).

Types of Incident
The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories: -

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations that fall within one of the first two categories, are:
- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category are:
- A pupil persistently refuses to comply with an adults' request to leave a classroom/playground;
- A pupil is behaving in a way that is seriously disrupting a lesson.

Health & Safety

Child
Whilst physical restraint techniques are intended to reduce risk, there is always a risk that injuries such as bruising or scratching may occur during a physical restraint. Should such an incident occur the first priority would be to provide first aid to the child if required. Such injuries would not necessarily be seen as a failure of professional technique, but rather a rare and regrettable side effect of ensuring that a child stays safe. Any such injury would be reported immediately as part of the incident report. Parents / carers would be informed.

Staff
Through the provision of Team Teach training, the risk of harm towards staff is reduced, but it is possible for some injury to be received. All such occurrences should be reported on the Incident Report on CPOMs and on the West Sussex Staff accident report form.

Incident Reporting
As specified in the Serious Incident Reporting Flow Chart, the reporting of an incident which requires physical intervention should be done in the Bound and Numbered Book. Recommended as best practice by Team Teach training, this recording system allows for written records of physical restraint to be kept and stored in school for years.
Details of how to complete the form can be found within the book itself.
The book is stored securely in the Headteacher's Office.

Support Following Incidents

Child
When de-escalating from a behavioural crisis, support staff will work through a planned series of de-escalation and reflection activities. The prime aim here is to ensure the child is safe and calm. See behaviour risk assessment.

Staff

Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary. It is good practice for staff involved in the incident to 'debrief' as soon as possible after the incident. The debrief should involve the Headteacher and can support the completion of the Restraint Incident Report in the **Bound and Numbered Book**.

Incident Monitoring

Monitoring of incidents will take place on a regular basis (at least termly) and the results used to inform planning to meet individual pupil and school needs.

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure.

The Headteacher will present an annual summary of incidents that have involved the use of force to the Governing Body.

Monitoring of all recorded incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Managing Transitions

RPS acknowledges that pupil's need support at times of transition. Transition is carefully managed at every stage of transition.

YR

New pupils entering the school are encouraged to visit to begin familiarisation with the setting and the YR staff. This begins withs 'Stay and Play' session during the Summer Term before their start date. In September, a two week program of transition involves an incrementally increasing part-time schedule of school attendance, plus individual home visits by YR staff.

Y1-5

At the end of every year, there is a program of PSHE lessons that help pupils understand and talk about the changes ahead. This is embellished with a Transition morning, where pupils spend time in their new class with their new teacher. The school also uses events such as shared reading sessions to promote time in other classes and with other pupils.

Y6

The program of transition from Y6 to Y7 is undertaken in liaison with the feeder Secondary schools. The schools issue communications to school and the families themselves. Pupils' have the opportunity to attend 'Open Day' visits and talks. Some of the local Secondary's host Sporting events and performances for RPS pupils to attend. The small schools of Horsham run an annual Kwik Cricket event to encourage interaction with pupils from other schools who will be attending the same Secondary.

Working with Parents

Parents are asked to support the school by upholding its values and principles. To this end consultation is sought with the parents regarding this policy's content, and a home-school agreement is signed at the beginning of every year.

All serious behavioural incidents are reported to parents of the child responsible, as are ongoing behavioural concerns. The formation of behaviour plans is undertaken in consultation with parents. The support of parents is sought by the school in the ongoing management of all pupils with behaviour plans. When schools and parents /carers co-operate and support each other there is a greater probability that unsafe behaviour can be understood, supported and addressed.

In general, parents are also well informed and involved in school life through a variety of media:
- School performances and special events such as Festivals, Concerts & Sports Days
- Regular Newsletters and consultations
- Other letters & School Social Media posts
- Regular telephone calls
- Parent consultations
- Annual academic pupil progress report
- Annual SEN review
- Certificates and awards

References

- Keeping Children Safe In Education, 2020
- Improving Behaviour In Schools, Education Endowment Trust, 2019
- Behaviour and Discipline In Schools, 2017
- Team Teach Reference materials www.team-teach.co.uk
- Exclusion from maintained schools, academies and pupil referral units in England, 2017
- Behaviour and Exclusion Policy, Holy Brook School
- Positive Handling Policy, Greenleaf Primary School

Appendix 1

Individual Behaviour Plan

School: **Pupil:**

Class Teacher: **L.S.A:**

Pupil Profile

As dictated by the Strengths and Difficulties Questionnaire

Target

As dictated by the needs of the pupil

Reward / Incentive

Communication of Behaviour Management Plan

Plans and strategies shared with:	Communication Method:	Date Actioned:

Review

Appendix 2

Individual Behaviour Risk Assessment

School: **Pupil:**

Class Teacher: **L.S.A:**

Pupil Profile

As dictated by the Strengths and Difficulties Questionnaire

Assessment of Risk

In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Proactive Interventions to Manage Risk:	
Signs	**Interventions**
Early Interventions to Manage Risk	
Signs	**Interventions**
Stage 1	
Stage 2	

Reactive Interventions to Respond to Adverse Outcomes	
Signs	**Interventions**
Stage 3	

Hold / Escort	√
Small child – elbow cupping	
Small child - escort	
Single elbow	
Figure of four	
Double elbow - inside	
Double elbow - outside	
Double elbow – two people	
Response to dead weight	
Take to chairs	
Chairs to pupil / beanbag	
Other	

Stages 4 and 5 Recovery and Depression
•
Stage 6 Follow-Up
For staff
For pupil

Communication of Behaviour Management Plan and School Risk Management Strategy

Plans and strategies shared with:	Communication Method:	Date Actioned:

Staff Training Issues

Identified Training Needs	Training provided to meet needs	Date training completed: