

Rawmarsh Sandhill Primary



BEHAVIOUR AND DISCIPLINE POLICY (Incorporating Physical Restraint)

Updated Spring 2019

"Everyone in our school has a right to learn and teach in safety and for that right to be respected at all times by others around them."



WICKERSLEY
PARTNERSHIP
TRUST.

1 Aims and Expectations

1.1 The ethos at Rawmarsh Sandhill Primary is built on mutual trust and respect for all therefore this policy promotes an environment where everyone feels happy, safe and secure.

1.2 School follows the 'Sandhill Way' which is concerned with promoting good behaviour and safety.

Our Sandhill Way is:

- **We are ready to learn**
- **We say please and thank you**
- **We believe in ourselves even if things get tough**
- **We are prepared to make mistakes**
- **We take risks in our learning**
- **We listen to others**
- **We respect others**
- **We work hard**
- **We dream big**
- **We are proud of our achievements**
- **We take pride in our appearance**
- **We take responsibility for our actions**

The Sandhill Way applies to everyone who comes into school.

These rules are displayed in school (including classrooms) and are regularly referred to in assemblies and are used to reinforce and promote positive behaviours by all adults who work in school. Each class develops a class charter to meet the needs of the individuals within the classroom base on how the pupils will behave.

2 Rewards and Sanctions: Strategies to promote good behaviour.

2.1 Rewards

We encourage good behaviour through our reward system. We praise and reward children for good behaviour in the following ways:

- Staff in school congratulate children offering specific praise for their behaviour.
- Staff in school give children class dojos and explain why they have been given.
- Children receive class dojos, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. They are focused on the areas outlined in the Sandhill Way.
- Each week we nominate a child from each class to be 'Star of the Week'.
- Each 'Star of the Week' is celebrated in a special school assembly. They get three dojos and a 'Star of the Week' trophy. This trophy is to be kept on the child's work station for the week and is then presented to the next 'Star' the following week. Stars are recorded in a special book which is on display in school.
- All classes have an opportunity to nominate children for an achievement assembly where they are able to show examples of their best work, to receive a special mention sticker and have their photo and work displayed on the Special Mentions celebration hall of fame in the school hall.
- Monthly class dojo awards are given to the top 2 girls and the top 2 boys in each class. They then get to choose a prize from the treasure chest as their reward.
- At the end of the year the team with the most monthly wins is rewarded with a trip to the seaside.
- Pupils are allocated randomly to a team on an annual basis to allow for changes in pupil numbers
- Children can be nominated by adults in school to receive a gold, silver or bronze sticker for their work. Gold stickers are allocated by the Head Teacher (Mrs Ainsworth) and are worth 3 dojos. Silver stickers are allocated by the Deputy Head Teacher (Miss Burton) and are worth 2 dojos and bronze stickers are allocated by the class teacher and are worth 1 dojo.

2.2 The School acknowledges all the efforts and achievements of children, both in and out of school. They are encouraged to bring certificates and awards to show their class.

2.3 Sanctions

Children will receive sanctions for examples of poor behaviour. Examples of unacceptable behaviour are

In the Classroom

- Disturbing other children
- Shouting out
- Not getting on with learning
- Purposely making noise to gain attention
- Answering back or questioning instructions
- Rocking on chairs
- Fiddling with equipment

During Playtime/Lunchtime

- Play fighting
- Not listening to instructions from an adult
- Questioning an adult

- Damaging playground equipment deliberately

Sanctions focus at all times on the fact that the behaviour is undesirable not the child. For instances of poor behaviour, the following sanctions will apply

- A verbal warning with an explanation as to why the behaviour is unacceptable
- Move to a different seat/area of the classroom
- 'Time out' in another classroom to reflect on their behaviour (Why have you asked to leave the room, what should you have done instead and what will you do to put it right? (time in minutes linked to the age of the child eg a 5 yr old child would get 5 minutes)
- Detention – missed playtime or lunchtime
- Sent to a senior member of staff (Mrs Lee for KS1 and Miss Burton for KS2)
- Sent to Head teacher (Mrs Ainsworth)
- Contact parents
- Any child who does not show that they can behave in a sensible and safe manner at playtimes will be removed from the playground/field to a place of closer supervision
- If poor behaviour is sustained, then a behaviour contract will be put in place. This will be written to suit the needs of the individual and must be signed by the child. It will be written in conjunction with the child, class teacher and Head teacher. Parents will be informed.
- If poor behaviour persists, the class teacher will keep a record and decide if a referral is necessary for additional behaviour support

3. Serious Incidents

3.1 In case of a serious incident, including swearing, spitting, threatening language, racist or homophobic comments and instances of physical aggression towards children or adults will result in immediate referral to a senior member of staff. (See appendix 1) The Head Teacher keeps records of all reported serious incidents of misbehaviour.

3.2 Any child, who brings items into school which will endanger the safety of another person e.g. a knife or weapon of some kind, will receive a fixed period exclusion with the police and social services being informed immediately.

3.3 School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children and staff attend school free from fear. For further information see the School's Anti-Bullying Policy.

3.4 All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in section 93 of the Education and Inspections Act 2006 *The Use of Force to Control or Restrain Pupils* and the guidance in DfE Advice for Head Teachers, staff and Governing Bodies, July 2013. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children in order to prevent injury to a child or member of staff, or if a child is in danger of hurting him/herself. The actions that we take are in line with Government guidelines on the restraint of children.

4. Physical restraint

This section of the policy is based upon Education and Inspections Act 2006 (and should be read in conjunction with Rotherham MBC Positive Behaviour Management Policy (January 2009).

4.1 Section 93 of the Education and Inspection Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing or continuing to do any of the following.

- Child/young person attacks a member of staff, or another child /young person
- Children/young people who are fighting and are at risk of injuring themselves or others
- A child/young person is committing or is on the verge of committing deliberate damage to property
- A child/young person absconds from the class or tries to leave the school setting

4.2 Use of physical interventions is always a **last resort** and must be taken in the child/young person's best interest with the regard to the safety of all others and where it is absolutely necessary. Assessing and managing risk is central to the process of deciding whether to use force and ensuring that it is both reasonable and proportionate to the circumstances.

4.3 Teaching and non-teaching staff should operate within an appropriate "Duty of Care" and follow the guidance within this policy.

4.4 Team Teach

Team Teach is a holistic approach that promotes techniques that are effective with challenging behaviour. A huge emphasis is placed on preventing and de-escalating situations and behaviours using the "Help Script", before physical intervention becomes necessary. However "Team Teach" does recognise that there will be times when staff are left with no other option than to step in and use positive physical interventions.

4.5 All staff within Rawmarsh Sandhill Primary are committed to "Team Teach" and we ensure that all staff are trained. Any newly appointed staff are trained as soon as possible after taking up their appointment. Any risk associated with physical intervention is covered in great depth during initial and refresher training. While Team Teach techniques seek to avoid injury to all pupils, it is possible that bruising or scratching may occur accidentally, these are not to be seen necessarily as a failure of professional technique but a possible side effect of ensuring that all pupils remain safe.

4.6 Recording of Incidents of Serious Concern and/or Positive Handling

When an incident of serious concern and/or positive handling occurs, it should be recorded on the appropriate recording sheet and a copy given to the Inclusion Manager, the senior member of staff in school and the parent, see Appendix 3 for Serious Incident Record. A copy should be kept with the pupil's inclusion records. All documentation should be completed promptly.

After any crisis pupils will be offered a repair and reflection process by a member of staff.

4.7 Responding to Complaints and Allegations

Parents/carers and children/young people have a right to complain about actions taken by school staff. This might include the use of reasonable force. If a specific allegation of abuse is made against a member of staff then the Academy will follow the guidance set out by Keeping Children Safe in Education (2018).

5 The Role of Parents

5.1 School collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the Sandhill Way, which is shared through the school prospectus and they are displayed prominently around school. The school expects parents to read them and through the attendance of their child at the school, to support them.

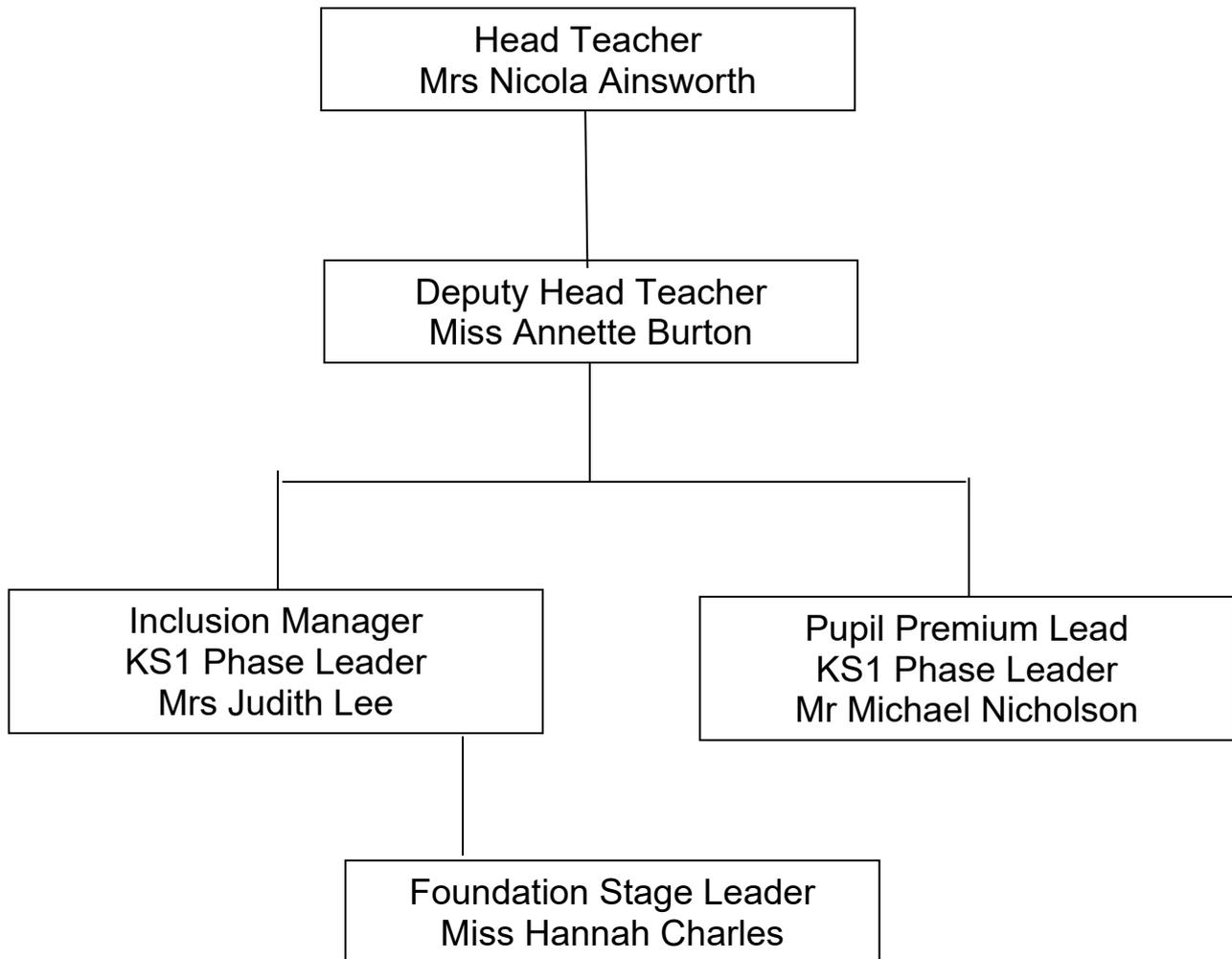
5.3 We expect parents to support their child's learning and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If school has had to use reasonable sanctions to punish a child, the School expects parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If the issue is still not resolved, then the complaints procedure should be followed.

Appendices

- Appendix 1 – Staffing Tree of Senior Staff
- Appendix 2 – Expectations
- Appendix 3 Further sources of information
- Appendix 3 - Individual Behaviour Intervention plan
- Appendix 4 - Serious Incident Record

Appendix 1 – Staffing Tree of Senior Staff



Appendix 2 Expectations

Entering School

Children should line up at the bell in a morning on the KS2 yard (8.40am for KS2 and 8.45am for KS1) and enter school in a quiet and orderly fashion. They are expected to enter school without their parent/carer. Any children arriving late to school after the class have gone into school should report to the school office.

Cloakrooms

Cloakrooms should be tidy and free from clutter. Coats and bags need to be hung up and anything falling to the floor should be picked up.

Assembly

The children are expected to line up quietly for assembly and walk silently to the hall. They should sit in their designated space and are not expected to speak unless they are invited to do so by an adult. Children who do not follow instructions are given a warning. After a warning, they will be moved to sit away from other pupils.

Movement around school

Children should **walk** around school. They should move around school quietly and go directly to their destination. It is everyone's responsibility to ensure that this happens.

Talking to adults and other children

We expect children to show respect when talking to adults and each other. They should not interrupt, shout out or talk over each other.

In the classroom

Children are expected to move around the classroom sensibly. Equipment needs to be put away tidily at the end of a session and floors checked for any rubbish. Children are to sit sensibly on their chairs keeping all four legs on the floor. Books should be kept in good condition and should not be written/drawn on by the children.

Playtimes

Children are not permitted to play any rough games including play fighting, wrestling, 'killing games' or anything that a member of staff deems unsuitable on the grounds of safety. Children must ask if they need to re-enter school to use the toilet. Any child unable to play out because of illness or injury should sit on the green chairs opposite the KS2 entrance.

Indoor playtimes

Children should only use the play equipment designated for indoor play. They should not use scissors. Children are not permitted to bring in toys or games from home.

Lunchtimes

All children should wash their hands before eating. Children should enter the hall in an orderly fashion and should talk quietly to the person next to them in the line. Indoor voices should be used at all times. Once seated, children should only speak to the children on their table and not talk across tables. Children are expected to tidy away their own things after eating.

PE

Children should leave their clothes in a neat pile in the space where they have changed. Children should walk to the hall wearing their indoor shoes and leave them tidily in a safe space whilst carrying out their PE lesson. Any child needing to use the toilet during a PE session must wear their shoes.

End of the day routine

The classroom should be left tidy at the end of the day. Children need to collect their belongings from the cloakroom at the end of the day and should do this in an orderly fashion. **All** items should be cleared from the cloakroom area every Friday. Children should exit the classroom in an orderly fashion and any parent who arrives late to collect their child should collect them from the office. Their parents should be contacted by a member of the office staff. Children should not be left unsupervised.

Appendix 3 - Further sources of information

Other advice and guidance which may be read alongside this policy

- Behaviour and Discipline in Schools. Advice for Head Teachers and school staff, January 2016.
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- Screening, searching and confiscation – advice for Head Teachers, staff and Governing Bodies.
- Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, Head Teachers, school staff, Governing Bodies and proprietors of independent schools
- Education Act 1996
- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (England) Regulations 2010
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The Education (Independent School Standards) (England) Regulations 2013
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Home school agreements
- Screening, Searching and Confiscation – advice for Head Teachers, staff and Governing Bodies
- Exclusions Guidance
- Safeguarding
- SEN Code of Practice

- The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.
- Rotherham MBC Positive Behaviour Management of Children and Young People – Overarching Guidance, 2009
- Rotherham MBC Positive Behaviour Management of children and Young people in School and Educational Settings

Individual Behaviour Intervention Plan Number

Name of Academy: _____

Name of Child: _____ Year Group & Class: _____ Class Teacher: _____

Start Date: _____ Review Date: _____

| Step | Action | Outcomes |
|------|--|---------------------|
| 1 | Identify the function of the behaviour. (See functional behavioural assessment pro-formas) Describe the behaviour in measurable terms. How does the behaviour meet the pupil's needs? What triggers are there for the behaviour? | |
| 2 | Select a replacement behaviour. <ul style="list-style-type: none"> • What should the pupil do instead? • What do successful pupils do? • Will the behaviour help the student meet his/her needs? | |
| 3 | Design a teaching plan. The expected behaviour includes: <ul style="list-style-type: none"> • Conditions • Behaviour | Expected behaviour: |
| | | Teaching examples: |

Individual Behaviour Intervention Plan Number

| Step | Action | Outcomes |
|------|--|--|
| | Teaching examples should: <ul style="list-style-type: none"> • Describe when to use the behaviour. • Are realistic. Non-examples should: <ul style="list-style-type: none"> • Describe when not to use the behaviour. • Are realistic. | Non-examples: Models and/or demonstrations: |
| 4 | Arrange the environment to facilitate success: Consider changes to: <ul style="list-style-type: none"> • Physical environment • Classroom procedures • Task requirements • Teacher-pupil interactions | Prevent failure: Promote success: |
| 5 | Risk assessment <ul style="list-style-type: none"> • Refer to appropriate risk assessments made and person responsible. | |
| 6 | Positive handling <ul style="list-style-type: none"> • Describe any medical conditions which should be taken into account before physically intervening. | Is there a possibility of positive handling being required to keep the pupil or others safe? Yes/No |

Individual Behaviour Intervention Plan Number

| Step | Action | Outcomes |
|------|--|----------|
| | <ul style="list-style-type: none"> Describe holds which staff have been trained to use. | |

Please attach a current risk assessment for the pupil.

In addition, for pupils on the autism spectrum, please ensure there is a current sensory questionnaire, environmental audit, pen portrait and strategy checklist.

Shared with pupil on:

Signature:

Shared with parents on:

Signature:

Shared with teaching assistant on:

Signature:

Shared with learning mentor on:

Signature:

If positive handling may be needed:

Agreed by:

Head Teacher: Signature:

Inclusion Manager: Signature:

Name of Academy: _____

1.
Name of Child/Young Person: _____ Date of Birth: _____

Date of Incident: _____ Time of Incident: _____

Location of Incident: _____

2. Staff Involved:

1 _____ Designation: _____

2 _____ Designation: _____

3 _____ Designation: _____

3. Names of Witnesses:

4. Antecedents (events leading up to the incident):

5. Behaviours (description of behaviour exhibited by the child/young person):

6. Consequences (what happened and how was the situation resolved):

7. Injuries: (to staff or child/young persons, type of injury and treatment, if any)

8. Damage (to property or equipment):

9. Debrief - pupil (was the incident talked through with the child/young persons and by whom?):

10. Debrief – staff (was/were the members of staff given the opportunity to talk through the incident and by whom?):

11. Any further actions taken (e.g., police or Social Services involved, behaviour plan changed etc, medical referral, injury and/or violence to staff form completed):

Positive Handling Record

12. Justification for the use of control or restraint : (please tick)

- Physical safety of the child/young persons is at risk
- Physical safety of another child/young person is at risk
- Physical safety of a member of staff is at risk
- The child/young person is attempting to harm him/herself
- To prevent absconding
- To prevent disruption to other child/young persons
- To prevent the committing of a criminal offence
- Member of staff believes that any of the above was likely to occur
- To prevent or interrupt serious damage to property (describe)

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13. De-escalation strategies used: (please tick all strategies tried)

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|------------------------------|--|-------------------|--|---------------|--|-----------------------------------|--|
| verbal advice/support | | reassurance | | calm voice | | non-confrontational body language | |
| voice matching | | distraction | | humour | | options provided | |
| time-out offered | | time-out directed | | change adults | | remove from situation | |
| remove others from situation | | incentive to calm | | eye contact | | explain consequences | |

14. Physical strategies used: (state types of escort/hold used, length of hold)

15. Notification (who has been notified about this incident?):

16. Was the parent/carer informed? : (please tick)

Yes

No

By whom: _____

When -

Date:

Time:

17. Signature of those Involved:

1 - Leader: _____ **Date:** _____

2 - Staff Member 2: _____ **Date:** _____

3 - Staff Member 3: _____ **Date:** _____

4 - Witness 1: _____ **Date:** _____

5 - Witness 2: _____ **Date:** _____

6 - Witness 3: _____ **Date:** _____

18. Completed by:

Name: _____ **Role:** _____

Signed: _____ **Date** _____

17. Signature of those Involved:

Inclusion Manager: _____ **Date:** _____

Head Teacher: _____ **Date:** _____