

Rawmarsh Ryecroft Infant School

Behaviour Policy (incorporating physical restraint)

“What is considered to be a disruptive behaviour is not always agreed upon by everyone. What must be agreed upon is that desirable behaviours are reinforced and used as a model for others”.

Behaviour Policy

Rawmarsh Ryecroft Infant School is a community where children and adults feel valued and respected. We recognise everyone is unique and should be treated fairly as an individual. We want to build up and foster a community where pupils feel safe and confident, where they are happy to learn and develop. We will not accept hurtful behaviours to others.

The Principles

This policy is to promote behaviour in a positive way, through good relationships between staff and students. A mutually supportive, caring and purposeful atmosphere helps us achieve our aim.

- To create a warm, calm, orderly atmosphere that promotes a sense of community
- To achieve a consistency of attitude and approach by staff that gives a sense of security and safety and clear expectations to students
- To ensure consistent, effective management of behaviour across the school
- To ensure that all members of the school community are aware of our values and that they are reflected in our behaviour
- To promote the continual development of all staff and support new staff
- To ensure that all governors, staff and pupils understand their roles and responsibilities within the school
- To develop a partnership with parents/carers in the behaviour management of their child.

Promoting Good Behaviour

At Rawmarsh Ryecroft Infant school we consider it is important that praise and rewards should have a considerable emphasis within the school and pupils will thus achieve recognition for a positive contribution to school life. The attention of our school should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently challenging. It is expected that good standards of behaviour will be encouraged through the consistent application of our school values

supported by a balanced contribution of rewards and consequences within a constructive school ethos. It is important to develop and maintain consistency in the application of our reward system. It is also important that the pupils themselves become accountable for management of their own behaviour.

Aims

- To reward desired behaviours through positive acknowledgement.
- To ensure consistency between staff and pupils in rewarding behaviour tangibly.
- To maintain a consistent pattern of rewards, which are known, understood and agreed by all.

Rewards

Positive reinforcement throughout the school is supported by a range of rewards which include stickers, prizes, special mentions, positive praise, letters and texts home.

Positive Handling Plans and Behaviour Management Programmes

When classroom management is not effective in dealing with incidents of inappropriate behaviour, it may be necessary to write a Personal behaviour Education Plan (BEP) or an Individual Education Plan (IEP) or a Personal Support Plan (PSP) which includes one or more behaviour targets.

Class Teachers / The Senior Leadership Team work in partnership to write these plans. The plans may include behaviour at present, possible triggers, how to manage the environment and clear instructions on how to intervene. School and parents will work together to share information and implement these plans. They will be reviewed every term. A copy of each plan is kept confidentially in the child's classroom and personal file. Any supply or unfamiliar staff will be given the opportunity to read all plans.

Unacceptable Behaviour

Rawmarsh Ryecroft Infant School believes that positive reinforcement is the most effective way to encouraging appropriate behaviour. However, there are occasions when it is in the best interest of the pupil to apply consequences to the behaviour. Staff will make sure pupils are aware that their behaviour is unacceptable and that the behaviour is within their control before a consequence is given.

Consequences

The following consequences are applied consistently by staff in an attempt to correct undesirable behaviour.

- Time out within school setting
- Time out in the playground
- Time out in the classroom
- Letter or phone call home to parents/carers
- Internal exclusion monitored by the Head Teacher, Governors, SLT and School Staff
- For the duty of care to pupils and staff pupils may be removed as a last resort to an alternative setting using "Team Teach" approved escorts and holds
- Last resort fixed term exclusion.

The use of "Positive Physical Intervention" to manage physically challenging behaviour at Rawmarsh Ryecroft Infants School.

This is a review of policy and procedure following whole staff training in February 2020.

The person responsible for the policy is the Head teacher. The Policy will be reviewed annually by the Head teacher and Governing Body.

The policy has been prepared for the guidance of all teaching and support staff who come into contact with pupils within the school to explain the school's arrangements for care and control.

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
- Child/young persons 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.

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 proportional to the circumstances.

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

Team Teach at "Rawmarsh Ryecroft Infant School"

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" see Appendix 1, before physical intervention becomes necessary.

However "Team Teach" does recognise that there will be times when staff are left with no other options than to step in and use positive physical interventions.

All staff at Rawmarsh Ryecroft Infant School are committed to "Team Teach" and we ensure that all staff are trained (any newly appointed staff are trained as quickly as possible).

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.

At Rawmarsh Ryecroft Infant School all staff are trained in the use of Team Teach techniques and they will only be used in very rare circumstances. All our parents are informed through the prospectus and transition visits.

Recording of Incidents and Positive Handling

When incidents of positive handling occur; it should be recorded in the bound and numbered Positive Handling Book. The book is kept in the Head teacher's/ school office. Once the incident form is completed it should be signed by the Head teacher or a member of the SLT. All documentation should be completed within 24 hours of an incident. After any crisis pupils will be given an opportunity to 'repair and reflect' on the incident.

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 force. If a specific allegation of abuse is made against a member of staff then the school will follow the guidance set out by the school's safeguarding and child protection policy and the document- Keeping Children Safe in Education.

The Head teacher (in partnership with all staff)

- Oversees the implementation and review of all plans
- Arranges / Maintains a central record of training, evaluations and incidents
- Monitors and evaluates the effectiveness of the behaviour policy
- Supports staff in dealing with any incidents as appropriate
- Monitors, evaluates and reports all incidents and positive handling records.

Important Definitions

- **Time out** is a planned and written intervention for a child/young person to leave the classroom
- **Withdrawal** allows a child to leave a classroom if they feel they are in a crisis.

At all times children will be monitored / accompanied by adults. Staff will support each other and question 'do you need any help?' / 'ready to help' when a child is in crisis. Alternatively staff may request 'help please' / 'help needed' from their colleagues as appropriate.

Date: April 2020

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