



GREATHAM CHURCH OF ENGLAND PRIMARY SCHOOL

POSITIVE BEHAVIOUR PRINCIPLES

In Greatham Church of England School the purpose of our community is education. We do this through high quality teaching and learning, a positive school environment, and supportive relationships

We believe that;

- All students should be able to develop to their full potential within a supportive and caring environment
- All students should be valued equally and their individual skills and talents recognised and celebrated

We aim:

- To support effective teaching and learning
- To develop a moral framework within which initiative, responsibility and sound relationships can flourish
- To enable pupils to develop a sense of self worth, respect and tolerance for others
- To produce an environment in which students feel safe, secure and respected.

We will deliver our beliefs and aims through:

- High expectations within the classroom and the school environment
- Reward for positive actions and behaviour
- Action to manage students who are exhibiting challenging behaviours
- Support for students who are experiencing difficulty with the demands of school life

BEHAVIOUR POLICY

Behaviour management is an integral part of the curriculum and teaches appropriate and relevant social skills, thus allowing pupils to participate fully in the life of their home, school and local community.

We need to ensure:

- * Safety and well-being of individual pupils.
- * Safety and well-being of all other pupils.
- * Safety and well-being of staff and visitors to the school.
- * Protection of the environment.
- * Pupils are protected from self-inflicted abuse or injury.
- * Pupils are taught self-control and to take responsibility and be accountable for their actions.
- * Positive abilities and attitudes are developed and demonstrated.

Issues of discipline and control cannot be divorced from systems of good management and the provision of quality care and education. If the individual needs of children are met, incidents of challenging behaviour can be kept to a minimum. Therefore the quality of relationships between staff and children are a major determinant of good behaviour and a positive ethos in the school. Good order is unlikely to be achieved unless there is an established framework of general routines and individual boundaries of behaviour, which are well defined and understood by both staff and pupils.

Parents' contribution is acknowledged as an essential part of the effective management of behaviour in school. It is important that parents and staff are working towards common goals and through consultation aim to ensure management strategies are agreed and supported.

Motivation, praise and responsibility are effective tools in generating good behaviour.

No physical punishment by any staff is permissible. If physical intervention is necessary then staff will follow agreed guidelines contained in this document. Shouting at children is also undesirable and should be avoided whenever possible. Our effectiveness in managing challenging behaviour depends to a large extent on the staffing resources available to correctly carry out approaches and sanctions. The sanctions available are listed on the School Behaviour Policy and are dependent on the seriousness of the incident.

GUIDELINES

PREVENTION

Prevention begins with the implementation of a whole school policy and the application of a clearly defined structure for the management of behaviour. The most successful way to deal with any potentially difficult situation is to plan alternative strategies, to avoid occurrences of unacceptable behaviour. Individual pupils who present a challenge should have individualised strategies for responding to incidents of violence and aggression and where appropriate should include directions for using physical interventions – Individual Behaviour, care and wellbeing plan and if necessary Risk Assessment. Staff and parents should agree this management plan and a copy placed in the pupil's file and sent to parents. It is the class teacher's responsibility to ensure all adults working with the pupil are familiar with the management programme.

Staff should recognise that incidents are rare and that an identification of pupils and specific situations can encourage positive management and ensure that these incidents remain rare.

The following strategies may be helpful in diffusing a potentially difficult situation:-

- * Avoid confrontation. Maintain a calm manner and speak slowly and quietly. Be aware of your body language, adopt non-threatening posture.
- * Keep your distance. Try to maintain a distance of at least one metre between you and the pupil and avoid speedy movements.
- * Avoid physical contact. This may irritate or annoy the pupil.
- * Respond in a non-violent manner. If the pupil grabs your clothing or touches you, a calm response is essential. Simple slow movements can be very effective.

Challenging Behaviour and Autism

Many children with autism display challenging or obsessive behaviours as a result of their lack of understanding and/or in an attempt to bring order into their world. Our teaching style, whilst working with children with autism, is essentially non-confrontational however; we recognise that a child's special interest may be restricted by offering teacher chosen alternatives, which can often result in frustration, tantrums or other challenging behaviours. These behaviours are dealt with on an individual basis and each child should have a behaviour, care and wellbeing plan which outlines procedures and strategies that define acceptable methods of handling behaviours in line with the school's behaviour policy.

Behaviour support is also given to pupils following a functional analysis of their needs where they are taught strategies to deal with specific situations.

INTERVENTION

In Greatham Church of England Primary School we follow the principles of the Team Teach approach to behaviour management. All staff in school is trained in Team Teach Physical Intervention strategies.

The Headteacher has authorised all teaching staff and all Teaching Assistants to use physical intervention. This must be within the guidelines of the Team Teach approach.

Physical intervention should be avoided wherever possible and should at no time be used as a threat or punishment to the pupil. On occasions staff may be required to physically intervene to prevent pupils from threatening the safety of others, putting themselves at risk or causing unreasonable damage to property.

Physical intervention should be used rarely and only as a last resort when all other courses of action have failed.

If physical intervention is necessary it is important that it happens quickly, smoothly, confidently and successfully and is recorded correctly. Parents or Carers should be informed as soon as practical.

Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or damage to property, then she/he should:-

1. Give clear instructions warning the pupil of the consequences of failure to comply.
2. Throughout remain calm, explaining to the pupil that you are unable to allow them to damage or hurt others, and once they have calmed down and you are sure they are no longer posing a threat you will be able to cease the intervention.
3. If at all possible, summon another member of staff, a solitary person is in a very exposed position. A second member of staff may be able to reduce the risk of the first member of staff suffering bodily harm. There will be a witness if pupil or parents subsequently make allegations of assault.

When using physical intervention the following principles should be observed:-

* Staff should clearly understand under which circumstances it is acceptable and that it should not be used as punishment.

* The pupil, as far as age and emotional state permit, should be made fully aware of the significance and implications of his/her behaviour and be warned orally that unless he/she conforms physical intervention will be applied.

* It must not be used in an oppressive, intimidating, bullying manner, to threaten or cause hurt. Only the necessary minimum force, to prevent injury or damage, should be used.

* Staff should be aware of their own feelings and how they may affect the situation, i.e., staff should avoid restraining a pupil out of feelings of anger.

* Central concern must be to return to normal as quickly as possible.

All incidents requiring physical intervention should be reported to a senior member of staff and recorded on an incident report sheet as soon as possible.

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

USE OF THE 'QUIET ROOM'

The quiet room (located in Early Years) is to support pupil safeguarding and keep them safe. The quiet room is a room in school which can be used as a quiet location for pupils. Pupils may use this location if they are distressed or in crisis or to avoid a crisis situation. A member of Early Years should always be aware if a pupil from another class is using the room.

Important definitions :

- Seclusion

Forced to spend time alone against will

(requires statutory powers other than in an emergency)

- Time out

Restricting positive reinforcement as part of a planned behavioural programme

(requires written agreed plan – Behaviour Plan)

- Withdrawal

Removed from the situation but observed and supported until they are ready to resume

nb. If the quiet room door is closed or a child closes the door then a member of staff must always supervise that pupil. The member of staff supervising must monitor the child and intervene if the child is self-harming.

REVIEW

It is important following any incident that every effort is made to discuss what happened and why.

Support will be needed to focus on the staff and pupil directly involved, to discuss what provoked the incident. It is important that the pupil faces up to the problem and its consequences and is helped to realise that a more positive and acceptable approach could have been adopted.

It is important for staff to reflect on the incident and their own management.

BEHAVIOUR, CARE AND WELLBEING PLAN and RISK ASSESSMENTS

Where the behaviour of a pupil is causing concern then a Behaviour Management Plan should be constructed and all those working with the pupil made aware of the Plan. Where necessary all staff may be involved in compiling a Plan. A copy of the plan should be kept in the Behaviour and Safety Folder in the Head's room and in the pupil's file. The Plan should be reviewed on a regular basis (at least for annual review) and amended where necessary.

If it is considered that a pupil is a danger to himself, other pupils or staff or to property, then a risk assessment should be carried out and recorded appropriately. It is the class teachers' responsibility to bring risk assessments to the attention of all who may work with a pupil.

CONFISCATION (including retention and disposal) of inappropriate items

Schools can include confiscation of pupils' property as a disciplinary sanction in their behaviour policy.

- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case.
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.
- The Education and Inspections Act 2006 includes a specific statutory defense for school staff that has reasonably confiscated pupils' property.

Staff in school may confiscate items if:

- an item poses a threat to others
- An item poses a threat to good order for learning
- An item is against school uniform rules
- An item poses a health or safety threat
- An item which is counter to the ethos of the school: for example material which might cause tension between one community and another;
- An item which is illegal for a child to have

What to do with confiscated items

Staff should keep records of confiscated items and the grounds for the action, so that they may justify them later if challenged. Parents need to be informed that an item has been confiscated and the item will be returned to the parent.

Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. Items of obvious value should be appropriately stored (for example, in a safe, the secretary's office, or the head teacher's office). All reasonable steps should be taken to make such arrangements secure. If similar items have been confiscated from several pupils, staff should take care to ensure that they are clear which item belongs to which pupil.

There may be some instances when the school chooses not to return an item to the pupil:

- Items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child – staff should establish if this is the case before deciding whether or not to dispose of the confiscated item;
- Items of value which the pupil should not have brought to school or has misused in some way should be stored safely in school until a responsible family adult can come to retrieve them.
- other items which the pupil should not have had in their possession – particularly of an unlawful or hazardous nature – may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

SEARCHING PUPILS FOR WEAPONS

Legislation allows the headteacher or authorised members of staff to search pupils for weapons. It is the policy of Greatham Church of England School that if such a search is required then no member of school staff should carry out a search.

Parents should be contacted to come to school and if necessary the police should also be contacted.

PUPILS LEAVING SCHOOL GROUNDS

If pupils leave school property when they are angry or distressed, then our general policy is not to follow them. If children are distressed and they are followed, then they may run onto nearby roads or place themselves in other danger without thinking.

Only if action can be taken which will be safe for the child and staff or if a child is placing themselves in danger, should intervention take place – and then only if it will not further exacerbate a situation.

Experience has shown that on most occasions children will return to the school grounds of their own accord.

If a child leaves the school grounds and a member of staff observes this, then he/she must continue to observe the pupil. The class teacher and class staff should be informed. The class teacher is responsible for ensuring that the child continues to be observed and for monitoring the situation. The class teacher is responsible for ensuring the Senior

Management Team are kept informed if a child moves away from the perimeter and can no longer be observed.

If a child moves away from the school perimeter and staff can no longer monitor their whereabouts, then the local police should be informed immediately. Parents should also be informed immediately. A member of the Senior Management Team should inform parents and police.



Greatham Church of England Primary School



INCIDENT REPORT

Name of child _____ Class _____

Date _____ Observed by _____

DETAILS OF INCIDENT:

Time _____ Place _____

Antecedents (what happened prior to incident):

What behaviour was observed:

Kicking	Head butting	Spitting	Abusive language	
Punching	Absconding	Threats	Damaging property	
Biting	Defiance	Disruptive	Self harm	
Throwing/ Destruction	Pushing/pinching	Bullying	Other	

What may have been the cause of this behaviour:

Anger	Frustration	
Learned behaviour	Peer dynamics	
Conflict	Medication issues	
Psychological / Psychiatric	Anticipate / Accept consequences	
Other		

Was the child informed before being held:

Yes		No	
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Physical Intervention required:

Friendly hold	Single elbow standing	Single elbow seated	Figure of 4	Double elbow standing
Dis-arming	Wrap hug standing	Wrap hug seated	Cradle Hug	Guiding & Escorting

Other techniques used:

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Reason for positive handling:

Committing a criminal offence		Prevent/interrupt absconding which could place them or others in danger or risk of danger	
Causing personal injury		Causing damage to property	
To ensure that the pupil leaves a classroom or work area if posing a danger to themselves or others		To move student from A to B for their own safety or the safety of others	
Prejudicing the maintenance of good order and discipline		To protect the safety of the student and staff from the danger of injury	

Who was involved:

Action taken by person observing incident:

Referral to:

Class teacher

Head teacher

Parent / Guardian

Outside agencies

Signed:

Phone call home to parents /carers			
Yes		No	
Name of person spoken to			
Time			
Copy of incident report sent home			
Yes		No	



Risk Assessment: Physical Intervention and Positive Handling

Risk Assessment Completed by:

Name of Child:

Child's Date of Birth:

Class:

Ethnicity:

Gender:

Identification of Risk

Describe the foreseeable risks:

Is the risk: potential occurring

Assessment of risk

In which situations does the risk usually occur?

How likely is it that the risk will occur? (unlikely, possible, probable, likely)

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? (severe, substantial, minor, minimal)

Risk Reduction Options

What actions are being taken to minimise the level of risk?

Consider changes to environment, awareness of triggers, de-escalation strategies, varying teaching group/size, access to quiet area)varying staff deployment

Any immediate actions to be taken, by whom and by when?

Signed:

Role:

Date:

Copy to:



Positive Handling Plan

Insert picture here	Name of child:	Date of Birth:
	Triggers	Medical Information: (that need taking into account before physically intervening)

Stage of Crisis:	Topography of behaviour (Describe what the behaviour	Preferred supportive/intervention
(Describe common behaviours/situations which are known to have		
Anxiety		
Defensive/Escalation		
Crisis		
Recovery		
Depression		
Follow Up		

Additional information/Preferred handling: (Describe preferred holds, standing, sitting stating numbers and names of preferred staff and useful 'get outs' that can be used when holding)

Plan agreed by

Name (child) _____ **Signed** _____ If appropriate

Name (parent/carer) _____ **Signed** _____

Name (Greatham staff) _____ **Signed** _____