

Ashford Park Primary School



Behaviour for Learning Policy

Reviewed October 2018

BEHAVIOUR FOR LEARNING POLICY

Principles

We believe that it is the right of all children and staff to work and learn in an environment which is conducive for effective life long learning. We believe that children, staff and all members of our school community, have the right to feel safe in school. We recognise that it is the duty of the school community to promote and model good behaviour that will support our children in their current and future lives.

Aims

We shall endeavour:

To provide a safe and secure learning environment;

To promote and model behaviour which is conducive to learning;

To give pupils strategies which help them to understand and maintain socially acceptable behaviour;

For all staff to develop and demonstrate the principles of acceptable and responsible behaviour (Social and Emotional Aspects of Learning).

Values

Respect yourself, others and property;

Prejudice of any kind is unacceptable;

We know and understand that quality learning and teaching greatly improves pupil's life chances.

Agreed Behaviour for Learning Expectations

1. Keep myself and others safe.
2. Behave respectfully and show care towards all members of our school community.
3. Behave respectfully towards all property as well as our learning environment.
4. Take responsibility for my own choices and actions.
5. Ensure that I am correctly wearing appropriate school uniform at all times.

Expectations

- Stimulating learning opportunities planned towards pupil's aptitudes, learning styles and abilities;
- Consistently good behaviour is to be valued, modelled and celebrated;
- Good behaviour should be modelled and taught consistently;
- Consistently use "Restorative Approaches" and "Reflection time" ensuring that the focus is on the behaviour of the pupil, who has been affected and what needs to happen to repair the harm done;
- Praise effort and achievement and reward to reinforce desired behaviour;

- Adults model good behaviour to promote a positive learning environment.
- As part of the Special Needs Code of Practice, a minority of pupils with specific social and emotional needs and behavioural support needs will have targeted support and intervention in addition to our school agreed behaviour strategies.

The whole school community including parents, governors and outside agencies are involved in positive behaviour management:

- Agreed behaviour codes in every classroom
- House points
- Whole class incentives (marble jar rewards)
- Celebration certificates
- Marvellous Me (instant messaging app from school to home)
- Thrive practitioners
- HLTA supporting wellbeing
- Dedicated areas to support emotional resilience and wellbeing: The Cove and The Island
- Colleagues trained in Mental Health First Aid
- Behaviour Support Team

Communication

Our policy will be communicated through published copies, behaviour for learning expectations, school prospectus, newsletters, notice boards, school assemblies, school council and through the curriculum. Annually, we will bring our policy to the whole school community and Full Governing Body. Our policy will be discussed regularly in professional development meetings, to ensure that everyone applies the standards consistently and fairly.

Roles and responsibilities

Our children are expected to be responsible for:

- Attending school regularly and on time;
- Following reasonable instructions by school staff and agreed school rules;
- Being respectful and tolerant of everyone in the community: including those with other beliefs, religions, cultures and traditions;
- Caring for their own and other people's property;
- Respecting the school learning environment both in and out of the classroom;
- Being correctly dressed in appropriate school uniform;
- Showing self discipline to enable themselves and other pupils to fulfil their potential at all times;
- Refraining from swearing and using any inappropriate language;
- Acting as positive ambassadors for the school when off the school premises.

Our parents are expected to be responsible for:

- Supporting our school in the implementation of this policy;
- Ensuring their child attends school punctually everyday;

- Being aware of the school's expectations and rules;
- Respecting the school's Code of Conduct;
- Responding promptly to all school communications;
- Supporting their child's home learning;
- Fostering their child's awareness of appropriate behaviour;
- Encouraging self discipline;
- Participating in school meetings to support our values;
- Communicating with staff in a constructive and respectful manner.

Our staff are expected to be responsible for:

- Planning and preparing effective learning experiences for every child;
- Involving children in the planning of their learning;
- Creating an atmosphere for positive learning through ensuring school/class expectations and boundaries are clearly communicated and adhered to from the outset;
- Being fair to all children by recognising that each is an individual with their own specific needs;
- Raising self esteem, confidence and developing potential;
- Providing challenging learning experiences;
- Ensuring that agreed behaviour expectations are adhered to during learning time and around the school;
- Using "Restorative Approaches", behaviour procedures, consequences and rewards consistently as agreed;
- Pedagogy Policy.

Outside Agencies

Where necessary, our school will refer children to outside agencies to support their behaviour for learning. Strategies may include a referral to:

- Educational Welfare Service
- Home School Link Worker
- School Nurse
- Educational Psychologist
- Behaviour Support Teams (BST)
- CAMHS (Children and Adolescent Mental Health Service)
- Health Centre

Behaviour for Learning Expectations

On the first day of each academic year, staff are expected to share with the children in their care "Behaviour for Learning Expectations". Ashford Park Behaviour for Learning Expectations are based on 5 rules and personalised by each group of children. These rules are then agreed by the children and where possible signed by the whole group and displayed on the wall. In this way every child knows our school "Behaviour for Learning Expectations".

Rewards – see attached Behaviour Procedures

Ashford Park rewards good behaviour and acknowledges all the efforts and achievements of children both in and out of school in a range of ways. We praise and endorse desirable behaviour, such as kindness, as much as is possible:

- Verbal praise and thanks;
- We reward children with house points and stickers;

- Weekly celebration certificates awarded in house assemblies;
- Weekly newsletter highlighting the children who have received certificates;
- Traffic light reward systems – promoting individual effort;
- Marble jar incentive - earned through team efforts for a mutually-decided reward.

Consequences – see attached Behaviour Procedures

Ashford Park employs a number of consequences to ensure a safe and positive learning environment for all and that agreed behaviour for learning expectations are adhered to. We employ each consequence appropriately to each individual situation. Consequences are recorded and the frequency is analysed by an HLTA. This is then monitored by the head teacher and deputy head teacher. Parents are contacted when deemed necessary:

1. If a child behaves in a way that prevents themselves or others from learning, they are provided with opportunities for time out, to reflect on their behaviour. "Reflection time" is a short period of time. This may include missing a playtime to reflect upon their choices.

2. If safe to do so, the child may be sent to work in another class that has been agreed. Restorative approaches to be used.

3. If the severity of the behaviour increases, or persistently continues, children will be sent to a member of SLT or the head teacher. Consequences may include:

- Internal exclusions from certain activities or out of school events e.g. not representing the school in a music/sport activity etc.
- Reflection time during lunchtime.
- Unable to take part in residential/off site educational experiences. Opportunities will however be provided to ensure that similar learning takes place in school.

4. Parents will be involved at an early stage if there is an issue of poor behaviour. Communication will be either through the diary, via letter, by telephone call, or to meet with the class teacher. If problems persist, the phase leader may become involved in order to support all parties in deciding on next steps to support the child. In cases of persistently poor or more extreme behaviour choices, a member of SLT may be involved. This may include the deputy / head teacher.

5. Behaviour plans and or risk assessments may be put in place for children struggling to manage. Additional professional input may be sought to help pupils with continuing difficulties.

6. Where this is unsuccessful, continued poor behaviour will result initially in fixed term exclusions. If a child's behaviour endangers the safety or learning of other children, then they may be given an internal exclusion, be removed from their classroom/interacting with other children and work separately for a period of time. Exclusion will occur if necessary.

7. The head teacher, or representative if absent, will reluctantly (once all reasonable avenues have been explored), exercise the right to permanently exclude a pupil. Exclusions are only used as a last resort, using Surrey CC guidelines, including the governing body as appropriate when all other attempts at modifying behaviour have failed.

Physical Restrictive Intervention (Management of Actual or Potential Aggression)

All members of staff are aware of "Positive Options" and aware of the regulations regarding the use of reasonable force. Staff only intervene physically, using the minimum amount of force, to minimise risk (not control behaviour), prevent injury to a child, if a child is in danger of hurting him/herself, or if serious damage to property is likely to occur. The actions that we take will be proportionate to the incident and are in line with Government guidelines on the restraint of children. An incident report form is always completed when an incident of restraint has occurred and parents are notified of the situation.

Assessment

Children's behaviour is assessed through observations and through monitoring of incidents. Initially these are conducted internally but it may be appropriate for other agencies to be contacted in order for further advice and support to be sought. Parents will be informed and their permission sought if outside agencies wish to work with their child.

Monitoring and Evaluation

The head teacher regularly monitors the effectiveness of our school policy, reporting their findings to the governing body. Where necessary, recommendations for further improvements will be suggested and adjustments made. Staff will be involved annually in evaluating the effectiveness of our policy and suggesting changes for the subsequent academic year.

Record Keeping

Ashford Park keeps a variety of records of incidents of behaviour:

- Children receiving celebration certificates recorded in our school weekly newsletter.
- Any member of staff may record incidents on a class behaviour log.
- More serious behaviour choices such as those resulting in a warning or time in The Reflection Room are recorded on the electronic behaviour system. This information is monitored weekly for trends, spikes and patterns in individual's behaviours.
- Details of internal exclusions are recorded and stored by the senior leadership team.
- Any incidents of bullying are recorded and kept by our school.
- The head teacher keeps a record of any pupil who is excluded for a fixed-term period, or who is permanently excluded. These details are also stored by Surrey County Council.
- Any incidents of racism are recorded and shared with Surrey County Council annually.

- Any incidents of restraint are recorded and shared with Surrey County Council annually.

Ashford Park Primary School
*Inspiring a love for lifelong
learning*

**Behaviour for Learning
expectations**

- 1. Keep myself and others safe.**
- 2. Behave respectfully and show care towards all members of our school community.**
- 3. Behave respectfully towards all property as well as our learning environment.**
- 4. Take responsibility for my own choices and actions.**
- 5. Ensure that I am correctly wearing appropriate school uniform at all times.**

Surrey CC: Touch and the use of Restrictive Physical Intervention for all Staff working with Children & Young People

Policy and Guidance for Staff at Ashford Park Primary School

Context

It is advised that all schools should be familiar with the Surrey Policy on Touch and the use of Restrictive Physical Intervention and associated guidance.

[<http://sccchna1.surreycc.gov.uk/sccwebsite/sccwspublications.nsf/WebLookupFileResourcesByUNID/docid39C4812CF58B14A78025767E0043CE9B?openDocument>]

This Policy forms part of our school's Behaviour for Learning Policy; it will be part of a graduated response, and needs to be agreed in consultation with staff, governors, parents/carers, and pupils. It also connects to, and should be consistent with, policies on Health and Safety, Child Protection and Safeguarding, Equal Opportunities, and Pastoral Care.

1. Introduction

At Ashford Park Primary school we believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used, after an agreed risk assessment.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

All the school staff need to feel able to manage inappropriate risk and behaviour, and to have an understanding of what and how challenging behaviours might be communicated. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

2. Definition of 'Restrictive Physical Intervention'

The Law allows for teachers and other persons authorised by the Head teacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following: -

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

"Restrictive Physical Intervention" is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Head teacher has to, in specific circumstances, use "reasonable force" to control or restrain pupils. There is no legal definition of "reasonable force". However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

3. When the use of restrictive physical interventions may be appropriate in Ashford Park Primary School

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

Who may use restrictive physical intervention in Ashford Park Primary School?

We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

Staff that have received training and hold a certificate are only permitted to apply the procedures as identified in this policy.

4. Planning for the use of Restrictive Physical Interventions in Ashford Park Primary School

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the intervention are as follows: -

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- staff will only use it when there are good grounds for believing that immediate action is necessary and in the pupil's and/or other pupil's best interests
- staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and at the level of understanding of the child or young person
- only the minimum force necessary will be used to prevent severe distress, injury, or damage
- staff will be able to show that the intervention used was in keeping with the incident
- every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- as soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- a distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- the age, understanding, and competence of the individual pupil will always be taken into account
- in developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstance

- procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times

5. Acceptable forms of physical intervention in Ashford Park Primary School

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress
- to gently direct a pupil
- for curricular reasons (for example in PE, Drama etc)
- in an emergency to avert danger to the pupil or pupils
- in rare circumstances, when Restrictive Physical Intervention is warranted

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding
- the pupil's individual characteristics and history
- the location where the contact takes place

Physical contact will only be made in accordance with positive touch training.

6. Developing a positive handling plan in Ashford Park Primary School

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Positive Handling Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will include:

- involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- a **record** needs to be kept in school of risk reduction options that have been examined and discounted, as well as those used

- managing the pupil, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used
- identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- ensuring a system to summon additional support
- identifying training needs

Where necessary the school would take medical advice about the safest way to hold a child with specific medical needs.

7. Guidance and training for staff

Guidance and training is essential in this area. We need to adopt the best possible practice. In Ashford Park Primary School this is arranged at a number of levels including:

- awareness for governors, staff and parents
- behaviour management for all staff
- managing conflict in challenging situations - all staff
- specific training on Restrictive Physical Intervention techniques - all staff

8. Complaints

It is intended that by adopting this policy and keeping parents and governors informed we could avoid the need for complaints. All disputes that arise about the use of force by a member of staff will be dealt with according to Surrey's Child Protection and Safeguarding policies.