

**St. Cuthbert's R.C. Primary School**  
**Behaviour & Positive Handling Policy September 2021**

This policy should be read in conjunction with our child protection and safeguarding policies.

**Aims:**

The behaviour policy for our school reflects our school vision:

**EDUCATE, WITNESS, CREATE; CHRIST AT THE CENTRE**

**Every Child matters**

**Every Adult matters**

**Everyone matters**

**God Matters**

We aim to encourage:

- The development of a caring attitude towards all children and adults concerned with the school.
- Respect for other people's property, the school and the local surroundings.
- Care and respect should be an expected standard of behaviour by all children in the school.

We believe that everyone has a responsibility to promote positive behaviour and that relationships built on mutual trust and consideration for others are to be encouraged. We aim to build pupils' self confidence, self esteem and social competence in our efforts to encourage good behaviour.

**Good practice will include:**

- Good relationships with mutual respect between teachers and pupils.
- Teachers' high expectations of their pupils' academic and social abilities.
- Curriculum and teaching methods well matched to pupils' needs.
- The nurturing of pupils' growing maturity and self esteem.

**In the classroom and around the school:**

The rules for children both in the classroom and around school should be simple and straightforward. Every child needs to be encouraged to:

LOOK YOUR BEST

SOUND YOUR BEST

DO YOUR BEST

This code of conduct will be displayed in every classroom and explained at regular intervals. This code of conduct means that children should:

- Understand other people's point of view.
- Be cooperative in class and make it possible for everyone to learn and the teacher to teach.
- Move gently and quietly about school.
- Speak politely to everyone, including peers.
- Keep the school clean and tidy.

## **School grounds and Premises**

Everyone in school is responsible for the care of the school premises. Children and Staff are encouraged to feel a sense of ownership for the school and its environment. The management of the building seeks to

- \*Display children's work to a high standard
- \*Keep the building clean and tidy.
- \*Grounds to be well maintained and free from litter
- \*Maintain a Non Smoking environment

## **Implementation:**

Regular discussions between teacher and class are extremely important. It may be that a certain amount of time every week is spent discussing behaviour (not necessarily when someone has misbehaved). It may be part of P.S.H.C.E. or circle time. Staff have an important role to play in encouraging good behaviour. Children need to be supervised when moving around school. In this respect staff should:

- Arrive before the class and begin on time.
- Escort classes around the school.
- Make mention of behaviour when reporting to parents.

## **Sanctions:**

Children who fail to show a caring attitude, who misbehave in class or who show lack of respect must realise that the school does not accept or tolerate such behaviour.

For this reason a series of well defined sanctions exists:

1. In the first instance, problems are dealt with by the class teacher. Each class teacher draws up a behaviour plan with the class at the beginning of the academic year. If a child does not adhere to the behaviour plan then sanctions may include:
  - Removal of privileges.
  - Withdrawal from 'treats'.
  - Removal of freedom at break times.
2. If such measures fail to work and behaviour remains unacceptable, the child should be referred to the Head Teacher or Assistant Head. The Head/Assistant will report back to the class teacher on action taken.
3. The next step is to contact parents. Children should be aware that this is going to happen. Parents will be invited into school to discuss the problem. Again the Head Teacher will report back to the class teacher on the action taken.
4. If parents perceive the problem to be too large for them, then outside agencies may become involved.
5. In an extreme case, exclusion may be necessary. Only the Head Teacher, in consultation with the Governing Body, may exclude pupils from school.

## **Exclusions**

### **Short Term Exclusions**

Children who persist in displaying unacceptable behaviour will risk being excluded from school for a set period of time following DfES (2006) and LA guidance.

If following strategies such as restorative justice; mediation; internal exclusion; nurture unit work; parents supporting in classes etc. does not improve the behaviour of any given pupil then a fixed period of exclusion will be used by the head teacher, in line with LA procedures and statutory requirements.

### **Permanent Exclusions**

In exceptional circumstances it may be judged to be in the best interest of the school community if a child has to be permanently excluded, following an acknowledgement by the school and governors that as a school we have exhausted all available strategies in dealing with the child.

Serious Offences will carry the risk of immediate permanent exclusion and head teacher/ governors will also have to consider whether or not to inform other agencies such as the police and social services.

### **Bullying:**

St. Cuthbert's recognises the seriousness of bullying and racial harassment.

Whenever incidents arise immediate action will be taken.

We discuss the topic of bullying on many occasions with our pupils to make sure they fully understand what steps they would need to take if they thought they were being bullied.

### **People may bully others because of varying perceived differences:**

- sexism, racism, religion or belief, academic ability, gender identity, sexual orientation, homophobia, transphobic bullying, disability, perceived characteristic (e.g. hair colour or weight) or because of an associate (family member or friend). All instances of bullying will be challenged and such behaviours will not be tolerated.

**Please see anti bullying policy.**

### **What the children expect from us:**

Consistency

Clear guidelines

Respect

Act as positive role models for children

Fairness

Reasons

Boundaries

Understanding

Listened to

Cared for

### **What we expect from the children:**

Good manners/courtesy to adults and each other.

Respect for property.

Appreciation for other people's feelings.

To be in the right place at the right time.

Obedience- to instructions/rules.

Not to be answered back.

Conduct themselves in a civilised manner.

Concentrate in class on work set- give their best.

Good behaviour  
Respect for adults.  
Tolerance.  
That they WALK around school.  
No fighting/bullying.  
Compliance with code of dress.  
That they answer all staff politely and courteously.  
Developing self discipline and self control.  
Respect and care for themselves and others.  
Truthfulness  
Take responsibility for their own actions and acknowledge when they are wrong.  
LOOK THEIR BEST, SOUND THEIR BEST, DO THEIR BEST.

### **Playtimes/ Dinnertimes**

The dinnertime staff are responsible for pupil behaviour in the first instant. Unacceptable behaviour should be reported firstly to dinnertime supervisor (Mrs Waddell). Senior members of staff will support Mrs Waddell as and when necessary. Pupils who are having a problem with their behaviour may be sent or choose to come into school for a “cooling off” period supervised by a Senior Member of Staff. Persistent bad behaviour will lead to exclusion from school at lunchtimes following discussion with parents and in line with DFES and LA guidelines. Staff will support good behaviour at playtimes\dinner times by being prompt to collect children at lining up times and being available in cloakroom at the end of the day.

### **Parental involvement:**

Establishing a partnership between home and school in order to encourage positive behaviour is one of our priorities. Our home/school agreement, signed by home and school representatives declares our joint responsibilities in caring for the child’s academic and pastoral needs.

Parents are welcomed and indeed encouraged to become involved in school life as this involvement acts as a model for active citizenship and as such promotes positive pupil behaviour.

### **Malicious Allegations against staff**

Disciplinary action will be taken against children who are found to have made malicious accusations against staff. This offence will lead to a fixed term exclusion followed by a rigorous risk assessment undertaken with the involvement of staff, parents/carers and child. The assessment will then be shared with the Governing Body – Pupil Discipline Committee for approval before any child is permitted to return to the classroom following such a serious incident.

### **Team Teach:**

A small number of children may from time to time have difficulty in restraining themselves physically when they become angry and upset. This can result in them placing themselves and others at risk of serious injury.

Teachers, Teaching Assistants and Office staff at St. Cuthbert's have undertaken the accredited Team Teach foundation programme in positive handling strategies.

Staff at this school are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow the school's Behaviour and Positive Handling Policy.

### **Help Protocols**

The expectation at this school is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

### **Well Chosen Words**

A well chosen word can sometimes avert an escalating crisis. When pupils are becoming angry there is no point in getting into an argument. Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

### **The Last Resort Principal**

At this school we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

“If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future.”

*Para 10 Page 4 Department of Health – 1997 – “The Control of Children in the Public Care: Interpretation of the Children Act 1989” – London: H M S O*

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

### **Proactive Physical Interventions**

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is either an agreed part of a Positive Handling Plan or a response to an unplanned emergency crisis situation. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

### **Reasonable and Proportionate**

When using physical intervention, staff response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

### **Unreasonable use of Force**

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded. Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this school.

## **Positive Handling Plans**

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Positive Handling Plans should be considered alongside the Statement and any other planning documents which relate to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context. Positive Handling Plans should result from multi-professional collaboration and be included in a Pastoral Support Plan or IEP.

## **Responding to Unforeseen Emergencies**

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principals are that any physical intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or defusion in preference to physical interventions. They should only use the techniques and methods approved for use in this school. In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

## **The Post Incident Support Structure for Pupils and Staff**

Following a serious incident, it is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded using the school's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair

relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.

### **Complaints**

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. The school has a formal Complaints Procedure. Pupils should be reminded of the procedure and encouraged to use the appropriate channels. The complaints policy applies equally to staff. We are an open school and promote transparent policy and practice in order to protect the interests of staff and pupils alike. Any staff concerns regarding the welfare of children should be taken to the designated person for child protection. Any safety concerns should be reported to the designated person for Health and Safety.

### **Training**

Teachers and anyone authorised by the Head teacher who are expected to use planned physical techniques should be trained. However it is every member of staff's duty of care to ensure that all children and staff are safe and protected therefore they may be required to respond to an emergency situation as part of that duty of care but must ensure any action is reasonable, proportionate and necessary. This school has adopted the Team Teach Model of training. All training courses have been fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with DfE and Department of Health guidance. Positive handling training is always provided by qualified instructors with rigorous guidelines.

The level of training recommended is related to the level of risk faced by the member of staff. Our preferred approach is for Teachers, Teaching Assistants and Office Staff to undertake team teach training. The level of training required is kept under review and may change in response to the needs of our clients.

### **Recording**

Whenever reasonable, proportionate and necessary force is used the incident must be recorded using the approved bound record book. The bound book is kept in the Head Teacher's office. All staff involved in an incident should contribute to the record which should be completed within 24 hours.

Staff should:

- Read through the school recording form carefully
- Take time to think about what actually happened and try to explain it clearly- Give the facts of the incident.

- Complete all names in full.
- Sign and date all forms.

Bear in mind these records will be retained and cannot be altered. They will be kept for many years and could form part of an investigation at some time in the future.

Serious Incident Reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed. A record is written into the bound Book.

### **Monitoring and Evaluation**

The Head teacher will ensure that each incident is reviewed and instigate further action as required. The school incident log is open to external monitoring and evaluation.

### **Follow Up**

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Positive Handling Plan, behaviour management policy or this positive handling policy. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures.

### **Monitoring Policy**

The Senior Management team will monitor behaviour on a daily and weekly basis. Serious incidents are recorded in the bound book. The number and nature of serious incidences are reported to governing body on a termly basis. Appropriate information will be shared with colleagues from other educational establishments when there is transition of pupils.

Dinnertime supervisor monitors the dinnertime behaviour and reports back to Head teacher/ Assistant Heads any concerns.

### **Review of Policy**

The Behaviour and Positive Handling Policy will be reviewed in line with associated policies and the acknowledgement of the school's legal duties under the Equality Act 2010 and in respect of pupils with SEN, to ensure that links are developed and that their aims support each other.

Next Review Date September 2022