



Inglewood Community Nursery and Infant School

Whole School Behaviour Policy

2016-2017

Date approved by Governors	Review date due
18 th October 2016	September 2017

Good discipline in school depends upon fostering a sense of community. Staff, governors, parents and children all have an active part to play.

1. Aims

- To encourage a calm, purposeful and happy atmosphere within the school where good behaviour is rewarded.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety at all times in school and on trips/visits.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

2. Expectations.

All teachers have the right to teach and pupils have the right to learn in a classroom free from disruptive behaviour.

Teachers have the right and responsibility to establish rules and directions that clearly define the limits of acceptable and unacceptable pupil behaviour.

They also have the right and responsibility to teach pupils to consistently follow these rules and directions throughout the school day and school year.

Parents themselves must also take responsibility for their child's behaviour. Parents should treat school staff with the same respect they would expect to receive themselves. Parents will be banned from school premises if their behaviour is unreasonable and they can be prosecuted if they break the ban.

3. What we do to encourage good behaviour

We make clear our expectations of good behaviour.

We discourage unsociable behaviour by promoting mutual respect.

We encourage children to take responsibility for their own actions and behaviour.

We set, through example, standards of behaviour.

We praise good behaviour both privately and publicly.

We praise and reward children for good behaviour in a variety of ways.

4. The School Rules are:

1. Follow instructions
2. Keep your hands and feet to yourself
3. Speak politely and respectfully to each other
4. Ask permission to leave the classroom

The rules, which are clear and simple, are displayed in the classrooms and around the school. The consequences are discussed with and explained to the children. The focus is on good behaviour and praising that behaviour. Responsible behaviour often has to be taught, especially to young children. At the beginning of each school year teachers will teach their pupils the behaviour they expect from them.

5. Physical Intervention

In very rare situations, it may be necessary for a teacher or a designated person to use physical intervention to control or restrain pupils.

Section 550A of the 1996 Education Act makes it clear that teachers may use such force as is reasonable in the circumstances in order to prevent a pupil from doing or continuing to do any of the following:

Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).

Injuring themselves or others.

Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or annoy any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

In such instances:

- No more than the minimum necessary force should be used, taking into account all of the circumstances.
- More than one adult should be present (although it is recognised that this is not always possible.)
- The gender or cultural differences of the pupil should be considered when restraining.
- The purpose of intervention is to restore/ensure safety and restraint should not continue longer than is necessary.
- Physical contact and restraint should never be used in anger and staff should seek to avoid any injury to the pupil.
- Staff are not expected to intervene or restrain a pupil if by doing so they will put **themselves at risk**.
- Brief periods of withdrawal away from the point of conflict into a calmer environment may be more effective for an agitated pupil than holding or physical restraint.
- Any incident of behaviour, intervention, physical control and handling will be clearly recorded and reported using an appropriate form.
- All aspects of intervention will be discussed with parents, professionals involved with the pupil and wherever possible, the pupil themselves.

- If it becomes necessary to plan appropriate intervention, parents will be encouraged to work closely with the staff and a record made of their approval.

Supporting Guidelines

Basic assumptions

Pupils do not misbehave if they are on task.

Pupils tend to be engaged in tasks if:

The tasks are meaningful.

The level of challenge is appropriate i.e. not too hard so the pupil feels overwhelmed or confused or not too easy so that the pupil becomes bored.

The pupils have a clear sense of short term and long term goals and receive positive feedback leading to a growing sense of confidence.

They have a high self esteem through being valued and the development of a growing sense of competence.

There is recognition on the part of teachers that a pupil's level of motivation can vary from EXTRINSIC to INTRINSIC. Recognition for positive efforts (work and behaviour) can be more dependably achieved than for misbehaviour.

The teacher pupil contact rate is adequate.

Pupils need to feel safe and secure both physically and emotionally.

Those experiences in school (which may not in themselves be unpleasant) can trigger off compelling patterns of behaviour (which may have developed out of school). These triggers may relate to learning, peers, adult/authority or organisations. Schools can recognise such situations and attempt to minimise them where possible.

Positive Approaches

Aim to ensure that pupils experience success through their efforts which can be developed through the National Curriculum /the broader curriculum i.e. circle time.

Aim to ensure that pupils feel recognised as individuals and unique people who have things to offer as well as to learn.

Strategies for Positive Encouragement

Showing others their good work

Celebration assembly

Positive feedback to parents (verbal and written)

Positive feedback from other staff

Encouraging Good Behaviour

Emphasis on encouragement and motivating pupils.

Positive feedback
Descriptive praise
Give attention for success, not failure e.g. 'Catch them doing well.'
Set appropriate and meaningful work.

Respect for all individuals

Including their culture and background
Modelling desired behaviour
Listening to children and communicating that you have heard what they have said.

Creating safety – physical /emotional

Maintain clear and consistent use of rules and sanctions.

Raise self esteem by

Communicating a sense of importance
Ensuring pupils experiences and has a sense of their own success
Maximising opportunities for pupils to take responsibility for themselves in their behaviour by, for instance, providing choices wherever possible
Ensuring that 'feelings' are part of the overt and hidden curriculum.

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

Suggested Strategy for resolving conflict - 3 steps

The others listen with no interruptions.
They are encouraged to maintain eye contact.
Each child has a turn to say:

What the other(s) has/have done to upset them.
How they feel about it.
How they would like them to behave in future.

No one is allowed to interrupt or argue.
They go on taking turns until everyone has finished.
The adult is there as referee, not as part of the discussion. S/he makes sure that the turns are taken that children stick to the three steps, that they listen to each other and maintain eye contact.
If the children cannot resolve the conflict after a reasonable time, then the adult can decide to **make a judgement** and take appropriate action.

Dealing with Aggravations

Research (and experience) suggests it is the AGGRAVATIONS that are most difficult to respond to effectively. Having a clear (to teacher and pupils) set of procedures helps this process. For example, wandering about, calling out, interrupting teacher, interrupting other pupils, ignoring minor instructions.

First Time

A look, a gesture, a word, point to the displayed rule, move closer to them, encouragement, focus on work rather than comment on misbehaviour i.e. what's the next thing you have to do.

Second Time

Name and question, humorous (de-escalating response), reminder of the rule, repeat the instruction, clear description of desired behaviour, warning of the implication of breaking the rule one further time.

Third Time

Move to the first sanction in school hierarchy of sanctions.

Children need to be clear what they are and what the time span is for its operation.

The hierarchy of sanctions needs to be mirrored by a hierarchy of positive responses. Many children misbehave in an attempt to be noticed/feel special. If this is not possible legitimately, then illegitimate means can be used. A positive rewards/acknowledgements structure can facilitate this process, so that children know what to do and how to achieve it.

Rules and Sanctions

Limits need to be clear, discussed, and talked through in each class.

School rules belong to the whole school and are adopted by all staff.

School rules can change in response to behaviour trends/concerns

Responses need to be clear and predictable

- ◆ The punishments or sanctions that are unfair, inconsistent or really unpleasant tend to be counter productive.
- ◆ The effectiveness of sanctions comes through their being imposed following a warning.
- ◆ Children respond well to symbolic aspects of sanctions.
- ◆ Teachers' responses need to be appropriate to the level of seriousness of the behaviour.
- ◆ The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but rather because the child has broken an agreed rule.
- ◆ Imposition of sanctions should be done in a firm, no nonsense way but should be consistent with the school expectation that all people will be treated with respect.
- ◆ It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child (although it may not feel like this). This enhances rather than reduces the likelihood that the pupils will want to co-operate with the teacher in future.
- ◆ The severity of a sanction should always be kept to a minimum.
- ◆ The aim of sanctions is to discourage future misbehaviour (although some form of reparation or atonement can be necessary). The real power of sanctions is in the child having a clear picture of the dependable and inevitable progression through the hierarchy. Things may be forgiven, but they are not forgotten.
- ◆ As a general rule only the appropriate pupil should be aware of complaints about behaviour i.e. telling someone off on the other side of the classroom can leave everyone feeling told off.
- ◆ If children choose not to abide by the agreed rules, a hierarchy of discouragers will be used before any sanctions are imposed.

For example

Planned ignoring When behaviour does not disrupt the lesson
When behaviour does not pose a threat to others
Ignore 'target' child but praise one nearby.

Non verbal signs Eye contact
Frowning
Raising eyebrows
Shaking head.

Proximity control Teacher moves nearer to child
Child moves nearer to teacher.

Effective reprimands Confident and controlled
Calm but assertive
Brief, succinct and clear
Specific to behaviour
Refer to realistic consequences
Use humour if appropriate.

If a child persists with choosing to ignore the rules then consequences will be imposed as listed earlier in policy.

Bullying, Bossiness or Boisterous Play

It is important that some distinctions are made.

A bully focuses on younger, smaller or timid children, whereas the bossy child will boss whoever is around at the time. Most children grow out of their bossiness as they become more self-controlled. By contrast the bully increasingly relies on threat or force.

Bullying is the wilful, conscious desire to hurt or frighten someone.

Bullying can be physical and/or verbal in nature. Physical assault to varying degrees of severity is distressing but verbal abuse can also be painful. Name calling, teasing and taunting are emotionally bruising and can include racial and sexual harassment.

Other forms of bullying include rude gestures, intimidation and extortion e.g. taking someone's possessions, deliberately damaging someone's work or equipment and forcing another to steal. Bullying also includes threats and fear. Research shows that most bullying occurs in the school playground and can range from horseplay to vicious assault. It can take place several times a day and it can go on for months or even years but it does not have to continue for long to have harmful effects on its victim.

Play is a natural part of childhood which can become bullying when it spoils other children's activities and when violence or hostility is shown.

We will work actively to deter bullying from happening and act quickly and appropriately if bullying is found to be occurring.

Preventing Bullying

We all have a responsibility for promoting high standards of behaviour and social responsibility – inside and outside – the classroom. Children who are secure and content are much more likely to fulfil their potential than those who are not.

Whatever job we do in school (teacher, midday supervisor, support staff) we must not forget the importance of treating all pupils with a proper level of respect.

We must be alert to situations where children's behaviour/body language leads us to suspect that things may not be well (e.g. deterioration of work, spurious illness, the desire to remain with adults, erratic attendance, children who are in tears, who never smile, who are loners, etc). We should take seriously reports from other children about their friends and, if we do not feel in a position to deal with the problem, inform the teacher or Headteacher and ask for feedback on the outcome.

We must make a conscious effort at all times to teach the values which form an important part of our school aims: responsibility for self and others; respect and caring attitudes. We must teach social behaviour by drawing on incidents as they occur in the daily life of the class; reward non-aggressive behaviour; attempt to raise the self esteem of all pupils and try to tackle everyday racist or sexist language.

We must be aware of the key areas of school – toilets, areas of the playground and ensure they are supervised during playtimes and at the end of the day.

Procedure

Any complaint will be acted upon. Initially the offending child will be spoken to and warned and asked to explain the reasons for their behaviour. The child who has made the complaint will be asked to confirm or deny the offending child's account (separately or with the other child, whichever the member of staff feels most appropriate).

Parents of both parties will be informed of the incident and the outcome.

Dealing with an incident

If you suspect someone is being bullied in any way, remove them from the scene of the incident. Tell the bully he/she will be dealt with later. There is nothing to be gained by showing aggression towards the bully.

Dealing with the bully

Challenge the behaviour, not the person. Get them to talk about the incident. Recognise 'excuses';

- 'It was only a joke.' *Did the victim think it was a joke?*
- 'We were only playing.' *Did everyone know it was a game?*
- 'It was an accident.' *Was it a 'non accident' accident?*
- 'I was only borrowing.' *Did the owner know?*

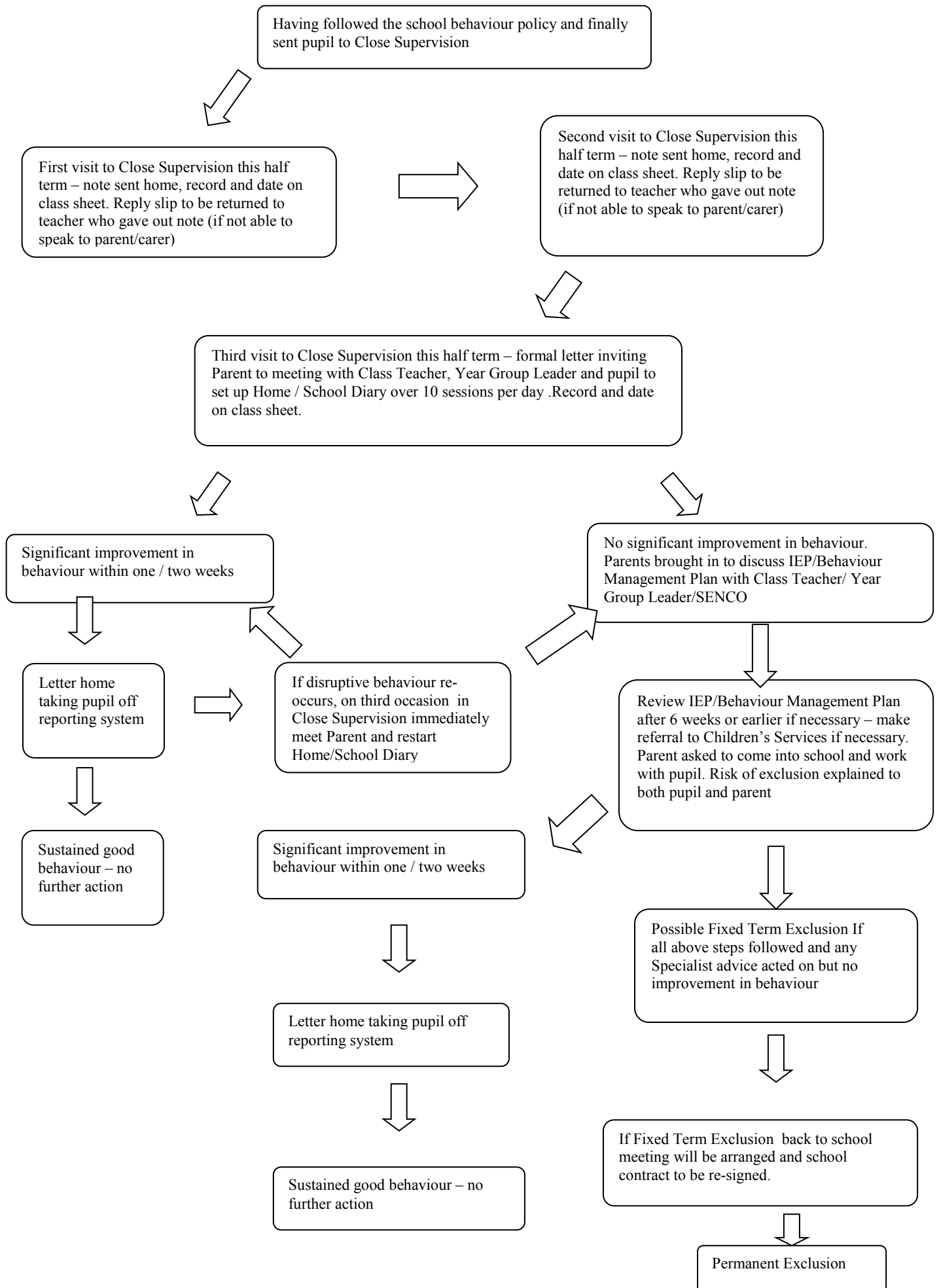
Make it clear that their behaviour was unacceptable and must change. Listen carefully to all that is said and try to ascertain if there is a cry for help or an indication of another problem.

Dealing with the Victim

Give immediate support and reassurance. Confirm that it is right that they should tell someone what has taken place. Try to build up self-esteem and make sure you are available if the child needs to talk.

Conclusion

Together, as a school we should approach the problem of bullying openly. We must recognise that the problem might exist and try to create an atmosphere where problems can be reported and discussed. Understand that each member of the school community feels happy and secure.



Appendices to Whole School Behaviour Policy includes;

School Drugs Policy

Policy for Attendance and Truancy

Behaviour Management and Positive Handling, Support and Physical Intervention Policy

Home to School Agreement

Behaviour Contract

Little Fawns- Managing Behaviour

School Drugs Policy

A drug is a substance that, when taken into the body, changes the way we feel, the way we see things and the way our body works. This policy covers a range of drugs including medicines, tobacco, alcohol, solvents and illegal drugs.

This policy describes the school's approach to drug education and clarifies appropriate procedures in the management of drug related incidents.

Current national and local research indicates that both legal and illegal drug use is rising amongst young people and as part of the school's care and welfare of the pupils we believe we have a duty to inform and educate them about drug use (as appropriate to their age). We share the responsibility with parents and the community to educate pupils about the risks and consequences of drug use and misuse and to encourage them to make healthy informed choices.

This policy applies to school pupils, all staff, parents and other visitors.

This policy applies at all times when staff are acting in loco parentis – this includes educational visits in line with the Schools Educational Visits Policy. The policy applies to pupils travelling to and from school and during break and lunchtimes. It also affects the use of school premises after normal school hours. Organisers of any clubs including the breakfast and after school club, will be made aware of the policy and their responsibility to implement it.

Roles and Responsibilities

The head teacher takes overall responsibility for providing a safe place of work for all staff and pupils and as such takes responsibility for this policy. Pupils who are suspected of being at risk from drugs will be supported and monitored with assistance from outside agencies. As part of their general responsibilities for the management of the school, the governors play a role in the implementation of the school's policy for drug education and prevention. They will continue their involvement through regular evaluation of the policy.

Drug prevention is a whole school issue. All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them. This includes lunchtime supervisors, caretaker and cleaning staff. The caretaker regularly checks the school premises- any drugs or drugs paraphernalia found will be recorded and reported to the head teacher and dealt with in accordance with this policy. Parents are encouraged to support the school's drug education programme and have access to this policy. They are responsible for ensuring that the guidelines relating to medicines in schools are followed. The school plays its part in ensuring that parents have up to date information regarding drugs. Parents have the right to be informed of any incident that could result in harm to their child- this will be handled with care and consideration. The head teacher will consider if there are any special circumstances which may temper this right.

Aims and Objectives

The main aims of our drug education are:

To enable pupils to make healthy, informed choices by increasing knowledge, exploring their own and other people's attitudes and developing and practising skills.

To provide accurate information about substances.

To increase understanding about the implications and possible consequences of drug use and misuse.

To encourage a healthy respect for all substances taken into their body.

To give children the opportunity to develop their abilities to communicate their concerns and take responsible decisions.

To enable children to discuss moral questions and share their thoughts in a safe environment.

To let children know what they should do if they come across drugs or are aware of other people using them.

To ensure that all pupils are taught about drugs in a consistent manner, in line with the school ethos and the guidance provided to all staff teaching drug education.

To enable each pupil to develop confidence and self-esteem.

To help children respect their own bodies and, in so doing, reduce the likelihood that they will be persuaded to become involved with drugs.

All pupils will follow an integrated drug education programme that is responsive to their age, experience and maturity. It will be delivered through the existing curriculum, namely science and PSHE. It will focus on the development of self-esteem and decision making skills. This will involve a wide range of strategies.

The school recognises that all pupils are likely to know something about drugs, although this knowledge may be inaccurate, incomplete or based on myth. The school will strive to use pupils' existing knowledge, beliefs, experiences and their views on what should be included in their drug education as a baseline for the development of the programme. Inclusion of this information ensures that the content is credible and relevant and it provides the baseline against which the programme can be evaluated. Existing knowledge can be identified through draw and write activities, circle time, questionnaires and through discussion in school or class councils.

Resources

Drug education within the school shares the features expected in any other subject area delivered in the school; it will be taught in a safe, secure and supportive learning environment and will be delivered using a variety of interactive and participatory teaching methods and a range of opportunities for learning will be provided.

The main resources used are:

The DATE pack

PSHE box kept in the staffroom.

School nurse

Class teachers will always maintain responsibility for the overall drug education programme and any external contributors will be used to enhance lessons, not as a substitute teacher. When using any external contributors the school will ensure that the sessions are pre-planned and a teacher will be present at all times when external contributors are delivering lessons.

Assessment, Monitoring, Evaluation and Review

The elements of drug education delivered as part of the science curriculum will be assessed in accordance with the national curriculum requirements. The learning from other elements of drug education will be assessed as part of the PSHE provision.

The provision will be reviewed regularly by the PSHE co-ordinator.

Managing a drug related incident

The primary concern of the school is the care and welfare of the pupils and as such will seek to balance the safety and security of the school with the needs of the pupils.

The member of staff responsible for co-ordinating the response to drug incidents is the head teacher

Medicine see the policy on the administration of medicines and first aid. Non prescription drugs for the use of staff i.e. paracetamol will be kept in a locked cupboard.

Tobacco the school site is a no-smoking area in line with County Guidelines.

Alcohol the possession or consumption of alcohol by pupils is banned.

Solvents the school will ensure that potentially harmful substances, including aerosols, are stored safely and supervised at all times.

Illegal Substances no illegal or illicit substances should be brought to school or used on the premises.

Management of Drugs in School

In the event of a drug related incident occurring on school premises, the school will follow the guidelines recommended by the L.E.A

To ensure the safety of all young people and staff the school will take possession of any drugs and deal with them in the following manner:

1. Illegal drugs will be confiscated, packaged in a plastic bag, envelope or evidence bag, and all details of the incident recorded and stored with them. The drugs will then be stored in a secure location (locked filing cabinet in head's office) and the police will be contacted to dispose of the substances. This action should be witnessed by at least two members of staff. No one should attempt to identify the substance by tasting them and should not leave the school premises with any substances in their possession. Full details of the incident will be recorded on an incident form.
2. In the case of other drugs (alcohol, tobacco, volatile substances and medicines) the school will confiscate the substances, store them securely as above and will contact parents/guardians re the incident. Parents will be invited to school to discuss the incident and any consequences of breaking school rules. At this visit the substances will be returned to the parents.

IN BOTH THESE SITUATIONS THE SCHOOL:

- (a) May choose not to inform parents/carers if the safety of the young person is jeopardised. At this point the school's child protection officer must be involved.
 - (b) Will not search personal property without a young person's consent. School property, e.g. desks or lockers, can be searched and this action will be witnessed. The pupil's consent will be sought but is not required if the school believes an offence has been committed.
 - (c) Has discussed the disposal of drug paraphernalia with the caretaker and every effort will be made to ensure the school grounds are kept free of any such materials. In the case of needles and syringes, they will be placed in a secure container, using gloves. The use of bottles or cans for storage of needles is not appropriate. The school will then contact the local police or environmental health to discuss disposal of the paraphernalia.
- 3 The school will discuss the disposal of drug paraphernalia with the caretaker and every effort will be made to ensure the school grounds are kept free from any such materials. The school will contact the local police or environmental health to discuss disposal of paraphernalia.

When a school chooses to involve the police in a drug related incident the school should follow the guidelines produced by Cumbria Constabulary.

The school acknowledges that any response taken with drug related issues must balance the needs of the individual with those of the wider school community. Information regarding young people's need in relation to

drug use will come from a variety of sources, not just a response to an incident. All evidence will be examined before proceeding with any action and will take a wide range of responses into consideration.

Pastoral Support

The school acknowledges the importance of its pastoral role and will support all concerned in ensuring the well-being of all pupils. To reinforce this, any actions taken will be in line with the school's behaviour policy. In all cases the pupil and their family will be offered help and support from the school or from partnership agencies.

Limits of Confidentiality

Pupils disclosing information about their own or others drug use should be reminded that a teacher cannot offer absolute confidentiality.

Dealing with the media.

As the issue of drug taking is an emotive one and is likely to generate interest from the media, the school will take appropriate advice from the LA. media team and legal department to ensure any reporting of incidents remains in the best interests of the young person, their families and the school.

This policy was written with the guidance of the Local Authority.

POLICY FOR ATTENDANCE AND TRUANCY

We believe that children can reach their full potential only by receiving full-time education, through regular and structured attendance. Inglewood Community Nursery and Infant School expects all pupils to arrive and leave school punctually and we emphasise this to parents.

All staff are concerned for the children's welfare and happiness and everyone plays a part in promoting regular attendance among the pupils. However, children should not attend school if they are unwell.

Aims

- ◆ To foster a climate where regular attendance and punctuality are valued by the school community – teachers, parents and pupils.
- ◆ To provide a framework, with agreed roles and responsibilities.
- ◆ To provide support and guidance for parents and pupils.
- ◆ To develop positive and consistent communication between home and school, including set procedures for attendance information.
- ◆ To develop a systematic approach for gathering and analysing data.
- ◆ To improve the overall attendance of pupils at school and reduce unauthorised absence.
- ◆ To implement a system for rewards and sanctions.
- ◆ To promote effective partnership with the Education Welfare Service and other agencies.

Communication

Information on punctuality, unauthorised absence and illness is set out in the School Prospectus. This emphasises the importance of being at school on time and notifying Inglewood Community Nursery and Infant School if a child is absent for any reason.

The importance of regular attendance is discussed and explained at the Pre-school Induction Meetings held each year for children about to enter Reception and Nursery. This reiterates that parents and children should arrive at school on time, so that each child can be given the best possible start to the school day. It is also stressed that young children particularly should be collected promptly, as they can become upset if left behind on their own. Parents are asked to share any worries that their child might have in school. Parents need to be aware that even little things can upset children, which means that they might become unhappy and might not want to come to school.

At this Induction Meeting, parents are requested to arrange their family holidays within the school holidays, rather than in term time. At Inglewood Community Nursery and Infant School, we prefer that family holidays should be taken during school holidays, so that a child's education is not disrupted. **THE HEADTEACHER CANNOT AUTHORISE ANY ABSENCES UNLESS IT IS AN EXCEPTIONAL CIRCUMSTANCE.**

Parents are reminded frequently that they should not take their children out of school unnecessarily for holidays or visits. The Head Teacher contacts those parents who frequently take the family holiday in term-time and reminds them of the disruption to their child's education.

At Inglewood Community Nursery and Infant School, parents are asked to inform school in writing if taking their child out of school for an appointment or if they wish to take their child out of school for a visit or holiday. The Head Teacher cannot authorise an absence from school unless it is an exceptional circumstance.

Authorised and unauthorised absences are explained to parents. All parents should contact Inglewood Community Nursery and Infant School if their child will be absent or late. A telephone call or text message is acceptable; a daily absence sheet is kept in the school office, the School Secretary telephones parents of absentee children at 10.00 am, any response is recorded on the sheet, or a message is left on the answer phone.

Alternatively, when their child returns, parents should send a letter to school explaining the absence. Parents may call at the school to see the class teacher to notify their child's non-attendance. The class teacher sends these records to the office. All information is used for Class Registers. If no notification is received about a child's absence, the teacher/headteacher/office contacts the parent/guardian.

Registration

Inglewood Community Nursery and Infant School uses a manual registration system and the Register is completed in the morning and afternoon at 9.10 and 1.15 pm (for Reception 12.45). A pupil will receive a late mark after these times. All pupils who are late must report to the office and sign in. SIMS.net Attendance module is used in school.

Admin is responsible for collating Attendance Records in school and notifies the Head Teacher if there is any reason for concern. The Headteacher and Pastoral Care Worker monitors attendance frequently. At the end of the year, each child's attendance is given to parents with their child's School Report.

The School Profile comments on school attendance figures. These figures can also be found in the Ofsted Report and the School Prospectus.

Concerns

The Registers are kept in the office and are examined regularly. If there is a frequent pattern of absence from Inglewood Community Nursery and Infant School, Admin or Miss Ivison (Pastoral Care worker) will telephone the parents to ascertain the reason for persistent absence. If there are concerns about a child's non-attendance or unpunctuality, the class teacher consults the Head Teacher immediately. The Head Teacher discusses this with the parent during an informal discussion. If absences or unpunctuality persist parents will be invited into school to meet with an attendance panel and the Head Teacher contacts the Education Welfare Officer. If the situation needs discussing before a home visit, the Head Teacher should telephone or fill in EWS 1 form, which indicates the patterns. The Educational Welfare Officer meets the Head Teacher each term to discuss attendance issues offering action, advice and support, including late gates and attendance panels. This is also monitored by the Attendance Governor Miss A Little.

Absence Through Illness

Inglewood Community Nursery and Infant School continues to provide as much education as the child's medical condition allows to keep up the momentum of their learning.

Inglewood Community Nursery and Infant School monitors attendance of those pupils who are absent from school because of short-term or chronic illness, and close links are maintained with parents. Help would be sought from the School Nurse.

Educational support, including the provision of work and materials is provided for those pupils who are absent from school, with medical conditions for more than 5 days. The teaching staff liaise with Medical Advisers and/or Home Tuition Providers, so that, during prolonged absence, pupils receive suitable work for their age and ability group.

The reintegration of children into school in the event of a long absence through ill health would be considered a high priority. The school would consult parents about general concerns, medical issues and the timing and pace of return. Staff, including the class teacher, Teaching Assistants, and Home or Hospital Tutor would meet to discuss the return to school. Friends and other pupils would be encouraged to help the child settle back in school. Extra support would be provided (subject to available resources) after an analysis of the child's needs.

Truancy

All staff at Inglewood Community Nursery and Infant School believe in the importance of continuity in every child's learning. Staff are also concerned about each child's safety, welfare and happiness. Although truancy is very rare at Inglewood Community Nursery and Infant School, if staff were suspicious that a child might be playing truant, action would be taken immediately.

If truancy is suspected, the Head Teacher and the Educational Welfare Officer would be notified. Parents would be contacted, either by telephone or a home visit. We would encourage parents to bring their child to school, so that the reasons for truancy can be discussed and, we hope, resolved. If the Head Teacher is unable to talk to the parent(s), he or she would talk to the child to find out if there are any worries or problems in school that might make that child not want to attend. If problems were identified, these would be discussed and resolved with the class teacher/member of staff/other pupils.

At Inglewood Community Nursery and Infant School, we endeavour to discover, through discussion with the individual pupils, classes through circle time, what the children like and dislike about school. The staff consider the children's opinions and, if possible, adjustments are made to teaching and learning procedures and the school environment.

Promoting Good Attendance and Punctuality

Assemblies

Rewards are given for whole class attendance on a weekly basis. Certificates are given for full term attendance. Certificates and gift tokens are given for full year attendance. Any children with attendance over 94% are praised and encouraged to improve.

Class Organisation/Lessons

- ◆ Lessons on telling the time.
- ◆ Children design posters for attendance and punctuality to be displayed around the school.
- ◆ Writing letters.
- ◆ Class/Children's Council discussions on feelings, likes and dislikes about school.
- ◆ Peer group support – contacting friends who are absent.
- ◆ Positive support for those pupils who have been absent for a significant period – planned reintegration.

Rewards

- ◆ All pupils with 100% attendance at the end of the year receive an award, eg a book token.
- ◆ Certificates are presented to those children with full attendance during term/year and those with significantly improved attendance.

Additional Policy for Schools with High Levels of Absence

Pupils who have not arrived by 10am, and for whom no message of explanation has been received, are followed up immediately. The parents are telephoned at home/at work/on their mobile phone until someone responds, if there is no response a message is left on the answer phone.

Further Information

Useful Documents and Resources

DfES	Consultation on the Education of Sick Children 2001
DfES	LEA Behaviour Support Plans (Circular 1/98)
DfES/Home Office	Social Inclusion: Pupil Support (Circular 10/99)
DfES	Tackling Truancy Together
DfES	Teaching and Learning Policy

NAME OF SCHOOL: Inglewood Community Nursery and Infant School

BEHAVIOUR MANAGEMENT AND POSITIVE HANDLING, SUPPORT & PHYSICAL INTERVENTION POLICY

References

- The Health & Safety at Work Act 1974
- Management of Health & Safety at Work Regulations 1999
- Section 550A of the Education Act 1996
- DfEE Circular 10/98 'Section 550A Of the Education Act 1996 – The Use of Force to Control or Restrain Pupils'
- The Children Act 1989
- Criminal Law Act 1967
- School Standards and Framework Act 1998
- The Human Rights Act 1998
- The Sexual Offences (Amendment) Act 2000
- Guidance on the use of Restrictive Intervention for Employees/Volunteers Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders July 2002 (LEA/0242/2002)
- Joint NEOST/Teacher Union Guidance on Education Employees/Volunteers and Child Protection (employees/volunteers facing an allegation of abuse) September 2002
- Cumbria Guidance on Allegations Against Teaching and Non-Teaching Employees/Volunteers (November 2000 currently being revised)
- Child Protection Preventing Unsuitable Persons from Working with Children and Young Persons in the Education Service May 2002
- Promoting Positive Handling Strategies for Pupils with Severe Behavioural Difficulties
- Cumbria Child Protection Procedures
- Special Education Needs – Code of Practice – Disability Discrimination Act
- Preventing the Abuse of Trust Joint NEOST/Teacher Union Guidance September 2002
- School Behaviour Policy (Discipline, Rewards, Sanctions etc.)

This policy provides guidance for the whole school community on the day-to-day practice and management of Behaviour and Discipline. We seek to promote an atmosphere of good behaviour and orderliness in the life of the school at all times, encouraging the children to respect the school building, its equipment and the people working in it. It is important for the children to develop a sense of pride in themselves, their work and in their school. We treat all children as individuals and encourage them to develop social skills and independence.

BEHAVIOUR MANAGEMENT AND CARE & CONTROL/POSITIVE HANDLING

Children who present with challenging behaviour make special demands on schools. Examples of such behaviours include violence towards other children or staff, self-injury, actions performed with reckless disregard for safety and deliberate damage to property.

Schools are expected to adopt positive behavioural management techniques to help such children to modify their behaviour in the long-term.

Whenever it is foreseeable that a pupil might require a restrictive physical intervention, a risk assessment should be carried out which identifies the benefits and risks associated with the application of different intervention techniques with the pupil. Assessing and managing risk is central to the process of deciding whether to use physical force and ensuring that it is both **reasonable** and **proportionate** to the circumstances. Where it is known that a pupil is likely to present severe behaviour difficulties, a formal assessment of the risks involved will assist staff in judging the benefits and risks of any proposed intervention for staff, the pupil concerned and others. This risk assessment must be undertaken by a competent person i.e. one who knows the process of risk assessment and who has sufficient knowledge about the pupil and his/her behaviour to enable them to make objective

decisions on the appropriate control measures to utilise. In the event that risks are thought to be serious for the child or others, a written assessment of the risks and the considered control measures, which may be required in order to reduce the risk to the child and others, should be made. A COMPLETED (example) risk assessment or Behaviour Management Plan template can be found at Appendix 1 with a Blank Plan held at Appendix 2. This Behaviour Management Plan incorporates, where required, the individual's Positive Handling Plan. The BMP must be signed and dated by the assessor. Alternatively, blank copies of all three parts of the BMP can be downloaded from the School Portal.

There may be some occasions when teaching staff have to react immediately in order to prevent harm. On these occasions it may be necessary to use physical intervention.

How to complete a Risk Assessment/Behaviour Management Plan (BMP)

Part A

Part A (Appendix 2) of the BMP is a list of the benefits and drawbacks relating to all the possible options which could be considered as control measures for dealing with the behaviour of an individual pupil. This Part of the Plan is not generally seen by parents or others but is merely a brainstorming session by school staff in order that the most appropriate options can be chosen for a particular pupil.

Part B

Part B (also Appendix 2) of the BMP is the Management Plan for an individual pupil. The sections correspond with those on Form A but schools will complete the sections with the options and control measures taken from those considered in Part A. Some or all of the options will be used to complete Part B. Once this form has been completed, schools should ensure that it is agreed by the parents (and, where appropriate, the pupil him/herself) and other parties involved in the education of the individual pupil.

It is important that any additional control measures identified are discussed with the Special Needs Service, Property and Transport Services Unit, Learning Support Service and/or other organisations, so that assistance can be given to ensuring that all reasonable control measures are in place for the individual pupil.

Part B of the BMP will then form part of the overall IEP for the pupil concerned and will be subject to the general annual review process, although earlier review may be necessary.

Part C

Part C of the BMP (The Positive Handling Plan – Appendix 3) is completed **only** when staff have received training in positive handling techniques (currently Team Teach) and will include the preferred handling techniques to be used in the event of a serious escalation of challenging behaviour and when all other methods of control e.g. de-escalation have failed.

Physical Intervention used by staff must be in accord with the idea of “**Reasonable Force**” and used only as a last resort once all other strategies have been exhausted. Legally, the test of 'reasonable behaviour' is significant when working with children and young people. All behaviours will be tested against that of a 'reasonable person' i.e.

"The standard demanded is an objective one, i.e. that of the ordinary reasonable man, in the circumstances of the case. He is a notional person being neither unduly apprehensive nor over-confident".

It is a criminal offence to use physical force or to threaten to use force unless the circumstances give rise to a 'lawful excuse' or justification for the use of force.

We have a duty of care to our pupils. This requires that reasonable measures be taken to prevent harm. The Use of Force to Control or Restrain Pupils – allows teachers, and other persons who are authorised by the head teacher to have control or charge of pupils, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);

- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a field trip or other authorised out of school activity.

The use of corporal punishment is not authorised, but neither is it true that any physical contact with a child is in some way unlawful. Therefore physical intervention will not constitute corporal punishment if used in the appropriate circumstances. Accordingly, a teacher/authorised person in these circumstances is protected, otherwise he or she may hesitate to act in an emergency for fear that the action may constitute an element of punishment. Any force used should always be the minimum needed to achieve the desired result.

All staff who have satisfactorily completed Team Teach training are authorised to use **Physical Intervention**. Once staff have received their full training, refresher follow up training will take place when required.

In an emergency, however, the use of force by other people can be used to prevent injury or to prevent an offence being committed. It is, however, strongly recommended that before using force, staff attempt to use diversion or diffusion to manage the situation. If staff have to use force, they must use techniques and methods with which they are familiar, confident and are permitted by the school. Any force employed, should be reasonable and proportionate and, where possible, it should reflect the person's previous training in the appropriate use of restrictive physical interventions.

Team Teach Staff

Staff trained in Team Teach techniques have undertaken a 2 day Basic training

Lois Phillips
Helen Curry
Leanne Riley
Karen Adams
Sonya Walker

Only non-teaching staff specifically authorised by the Head Teacher to have control or charge of pupils may use reasonable force to manage or control pupils.

Authorisation is not given to volunteers, students or parents.

The Head Teacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Head Teacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Head Teacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed.

Staff should always report and record use of physical force that occurs in unforeseen or emergency situations using agreed school procedures.

Reasonable intervention' should be determined by particular and individual circumstances including factors such as the age, size and the medical status or vulnerability of a pupil. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with appropriate training they have received. The Criminal Law Act 1967 allows any person to use such force as is reasonable in the circumstances to prevent a crime being committed for example,

- where a person is being assaulted or is in fear of assault (in order to remove that danger);





- where a person is aware that another individual is in immediate danger of being assaulted;
- when a person is wilfully damaging property.

It is essential that any discussion of Physical Intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. Most of the time there will be no need for physical intervention and other methods can be used.

Accepted Physical Interventions Used

A range of guides, escorts and physical interventions from least intrusive to most intrusive are outlined overleaf.

These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restraints where 2 people are used will be deemed as a more restrictive hold. As the amount of restriction/number of people increases so does the risk; staff need to make a risk assessment based on the situation as to the level at which they are going to intervene.

 Increase in Level of Intrusion 	1 Person Standing/Walking Single Elbow Friendly Hold Figure of Four Wrap Double Elbow Shield			 Associated increase in level of Risk 
	2 Persons Standing/Walking Friendly Hold Single Elbow Figure of Four Wrap Double Elbow Shield		1 Person to Chairs Friendly Hold Single Elbow Figure of Four Wrap Double Elbow Shield	
	2 Person to Chairs Friendly Hold Single Elbow Figure of Four Wrap Double Elbow Shield			
	1 Person to Ground Recovery Friendly Hold Single Elbow Figure of Four Wrap Double Elbow Shield			
	2 Person to Ground Recovery Friendly Hold Single Elbow Figure of Four Wrap Double Elbow Shield			

NB: Ground Recovery Holds are the most restrictive and carry the highest risk. Generally, staff are not taught floor holds and are encouraged to avoid going to ground wherever possible. Exceptions may be if the child is already on the floor when Physical Intervention has begun, or circumstances are of such high risk that the ground recovery strategy is perceived and documented as being the appropriate strategy to employ. If a ground recovery hold is the only strategy left to use then Team Teach trained staff will be called upon.

Training on Physical Intervention will be given to relevant staff and will include sections on the background, theory and rationale behind the Team Teach approach as well as an understanding of personal space and body language before any Physical Intervention are taught.

Any Physical Interventions used will need to take account of age, cultural background, gender, stature and medical history of the pupil and staff involved.

What is Unacceptable and Could Lead to Litigation

Whilst it is understood that the circumstances in which physical intervention by employees/ volunteers may occur are diverse and fairly complex, Cumbria Education Service would be reluctant to offer significant assistance to employees/volunteers where it has been established that they have behaved in an unacceptable manner towards

pupils in their care. This would not stand the test of 'reasonableness' in law. The following are some examples of what would normally be deemed unacceptable behaviour by employees/volunteers.

- Slapping/striking/kicking a pupil;
- Forcing a pupil's arm behind back;
- Twisting or forcing limbs against a joint;
- Tripping up a pupil;
- Pinning pupils against floor, walls or furniture;
- Sitting on a pupil;
- Causing deliberate injury to a pupil;
- Exerting excessive pressure on to part of a pupil's body;
- Locking pupils in rooms or cupboards;
- Holding or pulling a pupil by the hair or ear;
- Use of sexually inappropriate language;
- Engaging in, or encouraging, sexually inappropriate behaviours;
- Abuse of trust leading to a sexual relationship (pupils 16 – 18 years).

Placing Physical Intervention in Context

Physical Intervention is not to be seen in isolation. It is but one strategy available to staff and should always be seen as a last resort when all other strategies have failed (see Behaviour Management Plans and 'Last Resort Physical Intervention' diagram overleaf). Physical interventions can be placed in 2 Broad Categories:

- Emergency Interventions:

Emergency interventions will involve a minimum of 2 staff employing, where necessary, one or a combination of the strategies from Team Teach in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running on to the road).

- Planned Interventions

Planned interventions involve a minimum of 2 staff employing, where necessary, one or a combination of the strategies from Team Teach as an agreed response to an identified behaviour. This will be documented in the Positive Handling Plan and will be reviewed along with 6 monthly IEPs. Permission of parents/guardians will be sought before initiating this as an accepted response. The Positive Handling Plan will list the accepted strategies to be used as well as strategies that may be used before hand.

The diagram overleaf provides a model of Behaviour Management aimed at reducing the need for Physical Intervention. The emphasis is placed on strong foundations, followed by planning and then provides some "tools" that can be used in the event of difficulties.

"Tools" or strategies can be divided into those that are preventative and those that are reactive.

Preventative Strategies need to be:

- Clear and understood by all those who come into contact with the individual.
- Based on thoughts/discussion about possible reasons for Challenging Behaviour.
- Where possible the functional opposite of the behaviour (functionally incompatible) we are trying to stop, e.g. as simple as if a pupil is constantly hitting someone else then we need to aim for them to be sat in their seat (if they are in their seat they can't be hitting someone).

Reactive Strategies need to be:

- Clear and understood by all those who come into contact with the individual
- Manageable

- Focussed on the behaviour not the child
- Flexible
- Aimed at De-escalation

Some Do's and Don'ts

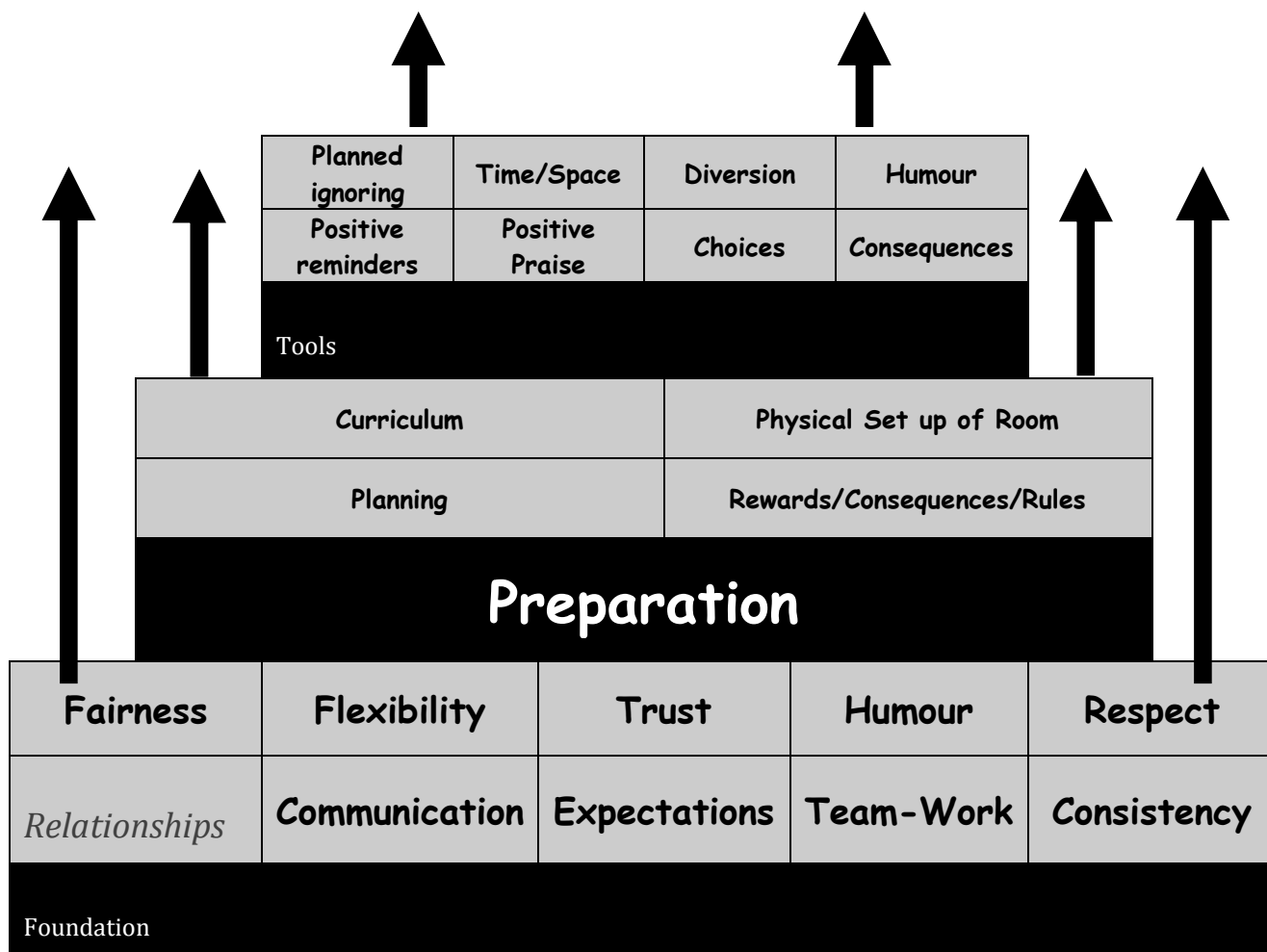
DO

- Be aware of any feelings of anger
- Summon help
- Continue to talk to the pupil in a calm way
- Provide a soft surface if possible
- Be aware of any accessories worn by you or the pupil
- Hold the pupil's arms by his/her side

DON'T

- Try to manage on your own
- Stop talking even if the pupil does not reply
- Straddle the pupil
- Put arms up the back
- Touch the pupil near the throat or head
- Put pressure on joints

LAST RESORT PHYSICAL INTERVENTION



Post Physical Intervention Procedures

As soon as is reasonable after an incident staff need to complete a 'Record of Positive Physical handling or Intervention' located in the Office (contained in the blue bound pad). The form should be given to the Head who will provide a de-brief for the staff and check their welfare. When both the staff member and child involved are calm then a de-brief needs to take place between them. This should include (if appropriate) a discussion about strategies that the child could use in future.

Completed records are passed from the staff involved to the Head for signature.

Statement for Parents

In keeping with our home/school partnership, we will inform parents/carers of our policy on Positive Handling. The statement will be included in the school prospectus, on the web, home school agreement and a summary to be placed in the staff handbook. The statement will highlight:

- Our emphasis on care and protection for everyone within our school community.
- Our belief that Physical Intervention will be needed on very rare occasions.
- Our endeavour to handle situations with care and responsibility.
- Our intent to apply follow-up and repair strategies.

The statement will outline:

- When staff are authorised to use reasonable physical intervention.
- What steps will be taken after an incident has been dealt with.
- The responsibilities of staff, pupils and parents/carers in resolving situations.

Complaints

We all have a duty of care to the children in our school and cannot escape our legal responsibilities by avoiding taking appropriate and necessary action. Involving parents when an incident occurs with their child, together with a clear policy adhered to by the staff should help to avoid complaints from parents. However, it will not prevent all complaints.

A complaint form can be completed in a meeting with the Head and appropriate action will be taken.

Staff subjected to physical violence or assault, have the right to be supported in making a formal complaint to the police. Police involvement is likely to include incidents such as the possession of weapons. Further information on this can be found in Safety Advice Note (SAN) G14.

We will review this policy on a yearly basis.

Remember that adhering to the principles and procedures referred to in this policy statement is part of effective practice and should minimise risk to young people in our care and enhance our own self-protection.

APPENDICES:

Appendix 1	-	Behaviour Management Plan ('worked' example)
Appendix 2	-	Blank Behaviour Management Plan
Appendix 3	-	Positive Handling/Intervention Plan
Appendix 4	-	Standard Letter to Parents
Appendix 5	-	Complaint Form

BEHAVIOUR MANAGEMENT PLAN – PART A (Completed Example)

School:

Name of Class Teacher:

Pupil/Student's name:

D.O.B.:

Class/Year Group:

Assessor:

Date of Assessment:

Review Date:

RISK REDUCTION OPTIONS

Risk reduction involves an examination of risk management options and consideration of the benefits and drawbacks of each option for the pupil, staff and others concerned. After weighing up the options available, some may be discarded as unsuitable. This will usually be because they have insufficient impact on the risk or have too many drawbacks (e.g. the use of a time out room may be considered to be the best option but the room designated may be some distance from the pupil's class base and therefore impractical to use). It is however important that **all** options are considered. This gives a history into those strategies that have been both tried and have failed or have succeeded. Such information should be recorded below:

Measures	Possible Options	Benefits	Drawbacks
Proactive interventions to prevent risk of challenging behaviour or self-injury Examples only. This is not a prescriptive list.	Medication (Ritalin)	Reduces unpredictability of pupil. Allows pupil to be more receptive to instruction	Medication has to be given in school Volunteers required from staff to fulfil this role Security of medication required to be ensured
	Pupil not placed in this school	Reduction in adverse health effects on staff and peers Reduction in costs – time and funding required to ensure risks are kept to a minimum	Pupil is taught in establishment away from his locality and out-of-school peers Parents have a right to the mainstream education of their choice Change of school without parental agreement requires Statutory procedures to be followed Transport issues and additional costs associated
	One-to-one supervision	Pupil is continuously monitored and conflict is dealt with promptly before risk increases to unacceptable level. Pupil can gain trust in one person and additional control measures are consistent	Increased stress and risk to injury of supervisor Individual support asst. would require high level of specific training for pupil. Cost implication of employing full-time support. One support asst. should not undertake full-time support. Post should be split
	Short tasks given	Pupil Concentration maintained Less likely to be distracted	One-to-one support needed to ensure continuity Reduction in 'real-time' teacher support for other pupils.
	Input from other agencies e.g. Social Services, Psychological Service, Specialist Teaching Services	Range of strategies offered increases Support for staff dealing on individual basis with pupil Continuous assessment of any changing need or deterioration in behaviour	Access to support can be infrequent and inconsistent
	Other specific educational related options listed here		

<p>Early interventions to manage risk of challenging behaviour or self-injury</p> <p>Examples only. This is <u>not</u> a prescriptive list.</p>	<p><i>Directed time-out from situation e.g. take book to Head teacher</i></p> <p><i>Calm talking by support assistant/teacher</i></p> <p><i>Diversion of tasks</i></p> <p>Include other de-escalation/defusion strategies here</p>	<p><i>Removes pupil from crisis or deteriorating situation</i></p> <p><i>Reduces friction and diffuses situation</i></p> <p><i>Reduces friction and diffuses situation</i> <i>Removes pupil from deteriorating situation</i></p>	<p><i>Head may not be available</i> <i>Allows pupil free access to other parts of the school</i> <i>Risk of leaving the building unaccompanied</i></p> <p><i>Needs to be done as soon as indications suggest deterioration in behaviour</i> <i>Teaching time diverted</i> <i>Teachers/support assistants will require training in appropriate strategies</i></p> <p><i>Other pupils may be involved in diverted task</i> <i>Pupil is seen to be favoured by allowing access to particular 'favourite' tasks</i> <i>Requires significant teacher input to remove from situation and settle to new task</i></p>
<p>Reactive interventions to respond to adverse outcomes</p> <p>Examples only. This is <u>not</u> a prescriptive list.</p>	<p><i>Remove pupil from room</i></p> <p><i>Remove pupil to 'safe' room</i></p> <p><i>Physical intervention in accordance with Part C of document</i></p>	<p><i>Removes pupil from situation. Allows pupil to calm down.</i> <i>Takes away 'audience'</i></p> <p><i>Removes pupil from situation. Allows pupil to calm down.</i> <i>Takes away 'audience'</i></p> <p><i>Physical intervention will reduce risk of injury to others in the vicinity and individual</i></p> <p><i>All staff trained in physical intervention</i></p>	<p><i>Staff required to remove pupil safely. Increased risk to staff and pupil during removal process, particularly if pupil is resisting</i> <i>Staff would require training in safe methods of removal</i></p> <p><i>'Safe' room not available within school – no suitable area found</i></p> <p><i>Room available but is not considered 'safe' in terms of furnishings and fixings which would need to be appropriate e.g. soft furnishings, no 'ammunition' available, furniture minimal etc.</i></p> <p><i>Only trained staff should use recognised physical intervention strategies</i></p> <p><i>Continuous inherent risk to those using physical intervention techniques</i></p> <p><i>Staff training in physical intervention unavailable</i></p>

BEHAVIOUR MANAGEMENT PLAN – PART B (Completed Example)

Pupil/Student's name:

Class/Year Group:

Assessor:

Date of Assessment:

Review Date:

Trigger Behaviours: (Describe common behaviours/situations which are known to have led to intervention/control measures being required. When is such behaviour likely to occur?)

- *Being asked to undertake specific tasks*
- *Being asked to take part in group activities*
- *Confrontation*
- *Being asked to share toys, activities etc.*

Who/what is likely to be harmed/damaged? (Give details of individuals who might be harmed as a result of the behaviour. Include staff, other pupils, self, or if it is more likely to be damage to property). In addition, give details of any individuals who might be at increased risk, pupils or staff)

- *Self – can attempt to run away from school putting him/herself in danger; has no perception of danger or consequences*
- *Other pupils – will lash out for no apparent reason; is over exuberant, has no perception of consequences of his/her actions; throws items around the room and at individuals*
- *Staff – will lash out at staff, particularly Isa or main teacher;*
- *Head teacher is particularly at risk because he/she is authoritative figure; LSA particularly at risk because of one-to-one working*
- *Staff trained in physical intervention, as they have inherent and continued risk whilst attempting to restrain*
- *Female staff who may be pregnant are at increased risk; Female staff who are pregnant at higher risk*
- *Individual pupils – pupil has fixation on fellow pupil increasing their risk of injury*
- *Other pupils who themselves are vulnerable and could not, because of their own disability, understanding or age, react quickly to mood swings or attack*

Behaviour details: (Describe what the behaviour looks/sounds like)

- *Sitting under/on furniture – refusal to move*
- *Shouting and swearing*
- *Lashing out at individuals*
- *Self-harm*
- *Running around the school; leaving premises without permission*

Proactive Control Measures (i.e. to prevent the risk occurring): Describe control measures/strategies to be put in place for individual pupil to prevent difficulties emerging e.g. increased supervision, escorting to and from lessons, limits on lessons, varieties of tasks, giving concise instruction, seating pupils next to good role model, seating close to exits to assist in removal if required medication (Ritalin) etc.)

- *One-to-one supervision at all times; supervision during lunchtimes; increased supervision during high risk lessons e.g. design technology, science, p.e.*
- *Administration of Ritalin - lunchtime*
- *Short tasks*
- *Transfer between lessons escorted by staff*
- *Positioning of pupil close to door to make it easier/safer to remove should incident occur*

Early Interventions to manage risk (i.e. defusion techniques): (Describe strategies that, where and when possible, should be attempted and which will help the pupil in difficult situations in order to avert problems)

- Verbal advice and support ✓
- Reassurance
- Calm talking/stance ✓
- Time out directed ✓
- Choices/limits/consequences
- Distraction (likes etc)
- Planned ignoring
- Take up time ✓
- Negotiation
- Humour ✓
- Contingent touch
- Time out offered ✓
- Transfer adult ✓
- Success reminder ✓
- Others

If others, please give details:

Reactive Control Measures (other than those listed above): Describe here current strategies or physical control measures to reduce the risk of injury: Include here any existing control measures e.g. increased supervision, bolts on doors, etc.

- *When pupil leaves school, staff follow at a distance, staff will never run after a pupil; phone parents/police/social services*
 - *When pupil 'kicks-off' staff will intervene and restrain within legal boundaries*
 - *Removal of other pupils from the vicinity to protect them*
 - *Removal of individual pupil from the vicinity/room and take to 'safe area'*
-

Preferred Handling Strategies: (Describe the preferred staff responses/holds – if trained in CCPI) – See also Part C – Positive Handling Plan

- *Complete in accordance with training and application to individual pupil*
 -
 -
 -
-

Additional/Proposed Control Measures required: (Include here any additional control measures which need to be considered in order to reduce or eliminate the risk of injury, e.g. staff training, additional staffing, support during certain high risk lessons/activities, gates/barriers to reduce risk of 'running', searching for weapons, etc.)

- *Staff require training in physical intervention*
 - *Additional support required*
 - *Security measures required in order to delay individual leaving premises*
 - *Increased input from specialist teaching service*
 - *Training required for all staff in de-escalation techniques and anger management*
-

De-briefing Process following Incident: (What is the level of care to be provided). Debriefing of pupil, staff involved, other pupils, parents etc:

- *Inform parents/carers of incident;*
- *Speak to individual pupil about his/her behaviour*
- *Inform parents/carers of any pupils involved in incident even though they may not have been injured, incidents which involve restraint can be upsetting for other pupils*

- *Speak to individual pupils and give ongoing support particularly if they have been injured or abused*
 - *Ensure staff involved are debriefed and that follow up discussions take place on a regular basis to ensure that effects of incident are minimised, some staff may be more affected than others. Continuous incidents involving individual members of staff on a regular basis will need to be carefully monitored to ensure the effects on the staff do not cause unnecessary stress and anxiety*
-

Head teacher or nominated representative comments:

Parental comments:

Recording and Notifications Required:

Parents/Carers Notified following incident	YES/NO	Date:-
Incidents recorded in Incident Book	YES/NO	Date:-
P25 completed and submitted (whenever injury occurs)	YES/NO	Date:-

Behaviour Management Plan agreed by:

Pupil (where appropriate):

Parents/Carers:

LEA input (if appropriate):

Headteacher:

SENCO:

Date:

Review Date:

**BEHAVIOUR MANAGEMENT PLAN - PART A
INCORPORATING POSITIVE HANDLING PLAN**

School:

Name of Class Teacher:

Pupil/Student's name:

D.O.B.:

Class/Year Group:

Assessor:

Date of Assessment:

Review Date:

RISK REDUCTION OPTIONS

Risk reduction involves an examination of risk management options and consideration of the benefits and drawbacks of each option for the pupil, staff and others concerned. After weighing up the options available, some may be discarded as unsuitable. This will usually be because they have insufficient impact on the risk or have too many drawbacks (e.g. the use of a time out room may be considered to be the best option but the room designated may be some distance from the pupil's class base and therefore impractical to use). It is however important that **all** options are considered. This gives a history into those strategies that have been both tried and have failed or have succeeded. Such information should be recorded below:

Measures	Possible Options	Benefits	Drawbacks
Proactive interventions to prevent risk of challenging behaviour or self-injury			
Early interventions to manage risk of challenging behaviour or self-injury			

Reactive interventions to respond to adverse outcomes			
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**BEHAVIOUR MANAGEMENT PLAN – PART B
INCORPORATING POSITIVE HANDLING PLAN**

Risk Rating (H/M/L)	Residual Risk Rating (H/M/L)
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Pupil/Student's name:

Class/Year Group:

Assessor:

Date of Assessment:

Review Date:

Trigger Behaviours: (Describe common behaviours/situations which are known to have led to intervention/control measures being required. When is such behaviour likely to occur?)

-
-
-
-

Who/what is likely to be harmed/damaged? (Give details of individuals who might be harmed as a result of the behaviour, staff, other pupils, self, or if it is more likely to be damage to property). In addition, give details of any individuals who might be at increased risk, pupils or staff)

-
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-
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Behaviour details: (Describe what the behaviour looks/sounds like)

-
-
-
-
-

Proactive Interventions (i.e. to prevent the risk occurring): Describe control measures/strategies to be put in place for individual pupil to prevent difficulties emerging e.g. increased supervision, escorting to and from lessons, limits on lessons, varieties of tasks, giving concise instruction, seating pupils next to good role model, seating close to exits to assist in removal if required medication (Ritalin) etc.)

-
-
-
-
-

Early Interventions to manage risk (i.e. diffusion techniques): (Describe strategies that, where and when possible, should be attempted and which will help the pupil in difficult situations in order to avert problems)

- Verbal advice and support
- Reassurance
- Distraction (likes etc)
- Planned ignoring
- Contingent touch
- Time out offered

- Calm talking/stance
- Time out directed
- Choices/limits/consequences
- Take up time
- Negotiation
- Humour
- Transfer adult
- Success reminder
- Others

If others, please give details:

Reactive Interventions (other than those listed above): Describe here current strategies or physical control measures to reduce the risk of injury: Include here any existing control measures e.g. increased supervision, bolts on doors, etc.

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Positive Physical Intervention strategies and preferred Handling Strategies: (Describe the preferred staff responses/holds – if trained in CCPI) – See also Part C – Positive Handling Plan

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Additional/Proposed Control Measures required: (Include here any additional control measures which need to be considered in order to reduce or eliminate the risk of injury, e.g. staff training, additional staffing, support during certain high risk lessons/activities, gates/barriers to reduce risk of ‘running’, searching for weapons, etc.)

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De-briefing Process following Incident: (What is the level of care to be provided). Debriefing of pupil, staff involved, other pupils, parents etc:

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Recording and Notifications Required:

- Parents Notified following incident(s) YES/NO Date:-
- Incidents recorded in Incident Book YES/NO Date:-
- P25 completed and submitted (where injury has occurred) YES/NO Date:-

Head teacher or nominated representative comments:

Pupil comments:

Parental comments:

Behaviour Management Plan agreed by:

Pupil (Where appropriate):

Parents/Carers:

LEA input (if appropriate):

Headteacher:

SENCO:

Date:

Review Date:

POSITIVE HANDLING/INTERVENTION PLAN – PART C

Pupil/Student’s name:

D.O.B.:

Class/Year Group:

Assessor:

Date of Assessment:

Review Date:

PLANNED USE OF RESTRICTIVE PHYSICAL INTERVENTIONS

Physical intervention will be used as an option of last resort when staff perceive that they have no alternative course of action. The following behaviours are those where the use of physical intervention could be considered, after a range of other de-escalation options (See Part B) have been tried, or have been considered and have been thought to be unsafe:

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Physical intervention will not be used as a response to the following behaviours:

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The following physical interventions have been agreed for use in appropriate circumstances within the context of Team Teach practice. Minimal appropriate force applied for the shortest possible period of time will always be the first option:

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EMERGENCY USE OF RESTRICTIVE PHYSICAL INTERVENTIONS

Emergency use of physical intervention may be required when a student behaves in a way that has not been foreseen by risk assessment. Ideally the use of physical interventions in this situation will be agreed by two members of staff

Any contra indications to use of physical intervention

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Signed: _____ (Head teacher/nominated person) _____ Parent/Carer

Date: _____

Date: _____

(SAMPLE) LETTER TO PARENTS

Dear

I would like to inform you that _____ was involved in an incident today and needed physical intervention to de-escalate the situation.

I would like to invite you into school to discuss this incident. This will include writing a Positive Handling Plan in case further intervention is needed in the future.

Please get in touch with me as soon as possible so that this may be arranged.

Yours sincerely,

(Headteacher)

(SAMPLE) Complaint Record

Date:	House/Class				
Complaint Received By:					
What was the nature of the complaint					
Actions taken by the person receiving the complaint (if any)					
Comments or action taken by the Head of Service/Teacher					
Signature:	Date:				
<table border="0"> <tr> <td data-bbox="76 1435 568 1480">Comments or action taken by SMT</td> <td data-bbox="568 1435 1396 1480">Date:</td> </tr> <tr> <td colspan="2" data-bbox="76 1704 1396 1765">Signature:</td> </tr> </table>		Comments or action taken by SMT	Date:	Signature:	
Comments or action taken by SMT	Date:				
Signature:					

Little Fawns Additional information**Safeguarding and Welfare Requirement: Managing behaviour**

Providers are responsible for managing children's behaviour in an appropriate way.

Promoting positive behaviour**Procedures**

In order to manage children's behaviour in an appropriate way we will:

- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the school's behaviour procedures including the stepped approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;

*Stepped approach***Step 1**

- EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- We are knowledgeable with, and apply the school's procedures on Promoting Positive Behaviour;
- We undertake an annual audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are will be considered and relevant adjustments applied.
- We ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches.

Step 2

- We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person and Special Educational Needs Coordinator (SENCO) . During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remain a concern then the key person should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then the SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The

plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Initial intervention approach

- We use an initial problem solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where we have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows the key person and SENCO to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).
- If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.