

BEHAVIOUR AND DISCIPLINE POLICY

(Incorporating Physical Restraint)



*We dream big, show pride
and do our very best!*

Foljambe Primary School

September 2020 including amendments for Covid -19 Pandemic

Head Teacher: Mrs B Tate-Brier

Chair of Governors: Mr A Childs

Aims and Expectations

The ethos at Foljambe Primary School is built on mutual trust and respect for all. Therefore, the purpose of this policy is to ensure that there is a clear and consistent approach which all stakeholders fully understand and adhere to and to promote an environment where everyone feels happy, safe and secure. As a result of this, learning opportunities for every child will be maximised.

In School, we follow The Foljambe Way; this is displayed all around school and is regularly referred to in assemblies and in class. It is used to reinforce and promote positive behaviours by all adults who work in school.

The Foljambe Way promotes the following attitudes to learning and behaviour:

- We are always learning
- We say please and thank you
- We believe in ourselves
- We are prepared to make mistakes
- We listen to others
- We are respectful
- We try our best
- We come to school on time everyday
- We dream big
- We are proud of our achievements
- We make the right choices and do the right thing

Strategies to promote good behaviour.

Rewards

All staff members praise and reward children for good behaviour in the following ways:

- Staff in school congratulate children offering specific praise for their behaviour
- Staff in school give children dojos and explain why they have been given. Children receive dojos, for consistent good work or behaviour, to acknowledge outstanding effort, acts of kindness or for demonstrating a positive attitude to learning and adhering to The Foljambe Way
- Each week we nominate a child from each class to be 'Star of the Week' and this is celebrated in our Friday Assembly which parents are invited to attend
- All classes have an opportunity to nominate children for an achievement assembly where they are able to show examples of their learning. Parents are invited to attend
- Children receive a variety of weekly/end of term awards and special events
- Achievements outside of school are also recognised and children are encouraged to bring in certificates and awards to showcase this

Sanctions

At Foljambe Primary School we promote a positive approach to behaviour, However, we also appreciate that some children may at times display behaviours that disrupt their own learning or the learning of others. In view of this, the school uses a graduated approach based on a traffic light system to address this low level behaviour.

In the classroom this may include:

- Disturbing other children

- Shouting out
- Not getting on with learning
- Purposely making noise to gain attention
- Answering back or questioning instructions
- Rocking on chairs
- Fiddling with equipment

During Playtime/Lunchtimes this may include

- Play fighting
- Not listening to instructions from an adult
- Questioning an adult
- Damaging playground equipment deliberately

All children begin each day or session on green. If a child displays any behaviour that disrupts their own learning or the learning of others then the following approach will be taken:

- Initial verbal warning is given to the child; this will allow the child to 'turn the behaviour around'- if behaviour improves the child will move back to green
- If the behaviour continues then another warning is given; this will result in the child moving onto Amber on the traffic light; this will allow the child another opportunity to 'turn it around' - if the behaviour improves then the child will move back to green
- If the child continues to demonstrate the particular behaviour they will be given a 'formal' warning and moved to Red. At this stage it will lead to 'Time out ' with the teacher at break or lunchtime to discuss the behaviour. The next session will become a clean slate. Back on green
- If a child receives three reds within a two week period, a meeting will take place with the parent/class teacher and a member of SLT (not HT) and a behaviour support plan put into place. This will be monitored and reviewed for up to four weeks
- Further breeches will lead to an internal seclusion with the HT and a formal meeting with parents with a plan agreed and signed by all parties including the child
- External seclusions at another Trust school will take place if further incidents occur
- Fixed Term exclusions will be used as and when all other options have been exhausted. All exclusions will be in consultation with Andy Jessop
- If within this period another Instant Red is received then they will receive an internal seclusion within another class

At Foljambe Primary School we believe that it is important that all staff sanction the behaviour and not the child. We have a duty of care to all children and some behaviours may just be the 'tip of the iceberg'. As professionals we may have to dive down beneath the surface, beyond the behaviour to try and spot the 'Big Thought' behind it. (ROAR: Response to Mental health in Primary School, Liverpool CAMHS)

We are fully aware that children with SEMH/SEND needs may find the system more challenging to follow. In these instances emotion coaching will first be used to ensure we have a clear dialogue with the child. e.g. ***"I can see you are _____ however you have just done _____ which is not acceptable and we will talk about it when you are ready.*** If the child is in crisis the consequence would not be given until they are able to regulate and reflect on their behaviour. This might come at a later time.

Serious Incidents (Instant Reds)

If a serious incident occurs, including, swearing, spitting, threatening language, racist or homophobic comments and instances of physical aggression towards children or adults, this will result in immediate referral to a senior member of staff. Records of all reported serious incidents will be logged on our online system (Cpoms) for monitoring purposes by members of the Senior leadership team and LGB.

Any child who brings items into school which will endanger the safety of another person e.g. a knife or weapon of some kind, will receive a fixed period exclusion with the police and social services being informed immediately.

School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. We will do everything in our power to ensure that all children and staff attend school free from fear. **For further information see the School's Anti-Bullying Policy.**

Any serious incidents will be dealt with by the Head Teacher. Further breaches will lead to an internal seclusion with the Head Teacher and a formal meeting with parents with a plan agreed and signed by all parties including the child.

External seclusions at another Trust school will take place if further incidents occur.

Fixed Term exclusions will be used as a when all other options have been exhausted. All exclusions will be in consultation with Andy Jessop.

Additional guidance to be followed during the Covid-19 pandemic.

The coronavirus pandemic continues to be a traumatic experience for all. The closure of schools back in March 2020 was sudden, with only a few days to plan the management of this. This was a stressful time for adults but more so for our children. For some the trauma caused by COVID 19 is much more than not seeing loved ones and changes to our 'normal' way of life. This along with other factors such as poverty, domestic abuse, drug/substance misuse, loss of loved ones will have had an adverse impact on some of our children. They may have felt:

- A sense of loss (friends, relationships, routines, order, freedom)
- Grief (physical grieving for a family member)
- Isolation
- Fear
- Uncertainty

As children return to school we need to ensure that all staff intervene in an appropriate manner when a pupil displays behaviour at the 'tolerable' level of stress and anxiety and before pupils become dysregulated and display behaviours that may cause harm to themselves or others. As a school, staff will be the emotionally available adult and create enriched environments that:

- Re-build strong positive relationships - make connections and develop a sense of belonging.
- Stimulate the senses
- Adults and children have shared enjoyment, fun and pleasure
- Promote curiosity
- Are child led
- Adults are 'with' the children and not suppressing them

We will adopt a school approach that protects by:

- Reducing the stress and making reasonable adjustments
- Staff will socially engage with facial expressions and positive body language, have musicality in their voice (musicality), meet and greet with warmth and enthusiasm
- Answering questions honestly and openly
- Having clear routines
- Having clear rules/expectations
- Building resilience through play as play is explorative, relational, sensory, fun, provides delight and curiosity

For any child who is displaying high levels of anxiety adults will RELATE to pupils using the **WINE** analogy:

Wonder: "I wonder....."

Imagine: "I imagine....."

Notice: "I notice how difficult....."

Empathy: I'm sorry it's a challenge....."

A comprehensive risk assessment has been carried out and the necessary steps taken to ensure the safety and well being of all stakeholders.

In view of this, from September the following additional behaviour expectations will need to be adhered to:

Children will

- Arrive at school on time using their allocated entrance to avoid unnecessary queueing
- Use the markings on the floor to ensure that they are distanced when entering school
- Wash/sanitise hands on entering the school building
- Wash/sanitise hands at regular intervals throughout the day including before eating and after using the toilet, after coughing or sneezing
- Move around school using the marked system and remain within their allocated zone/bubble
- Maintain a safe distance from others at all times when on school premises
- Go straight to their workstation on entering the classroom
- Remain at their own workstations wherever practicably possible
- Only use classroom equipment allocated to them
- Only use playground/ PE equipment allocated to their group and ensure that it is replaced correctly so that it can be sanitised after use
- Use the toilet blocks one person at a time
- Tell an adult if they feel unwell
- Bring a full water bottle each day to be taken home at the end of every day
- Use the principles of catch it, bin it, kill it when coughing or sneezing
- Never cough or spit at another person

Children will be rewarded through the Dojo system in the usual way for following the new rules.

Children who compromise the safety of others by consistently failing to follow the above rules regarding Covid-19 pandemic, or by the serious breach of a rule such as coughing or spitting at another child or adult, will be removed from the classroom and placed in a safe space outside of the classroom. Their parent /carer will be contacted immediately and will be asked to take them home.

Physical restraint

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in section 93 of the Education and Inspections Act 2006 *The Use of Force to Control or Restrain Pupils* and the guidance in DfE Advice for Head Teachers, staff and Governing Bodies, July 2013. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children in order to prevent injury to a child or member of staff, or if a child is in danger of hurting him/herself. The actions that we take are in line with Government guidelines on the restraint of children.

This section of the policy is based upon the Education and Inspections Act 2006 (and should be read in conjunction with Rotherham MBC Positive Behaviour Management Policy (January 2009)).

Section 93 of the Education and Inspection Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing or continuing to do any of the following.

- Child/young person attacks a member of staff, or another child /young person
- Children/young people who are fighting and are at risk of injuring themselves or others
- A child/young person is committing or is on the verge of committing deliberate damage to property
- A child/young person absconds from the class or tries to leave the school setting

The use of physical interventions is always a **last resort** and must be taken in the child/young person's best interest with the regard to the safety of all others and where it is absolutely necessary. Assessing and managing risk is central to the process of deciding whether to use force and ensuring that it is both reasonable and proportionate to the circumstances.

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

Team Teach

Team Teach is a holistic approach that promotes techniques that are effective with challenging behaviour. A huge emphasis is placed on preventing and de-escalating situations and behaviours using the "Help Script", before physical intervention becomes necessary. However "Team Teach" does recognise that there will be times when staff are left with no other option than to step in and use positive physical interventions.

All staff within Foljambe Primary are committed to "Team Teach" and we ensure that all staff are trained. Any newly appointed staff are trained as soon as possible after taking up their appointment. Any risk associated with physical intervention is covered in great depth during initial and refresher training. While Team Teach techniques seek to avoid injury to all pupils, it is possible that bruising or scratching may occur accidentally, these are not to be seen necessarily as a failure of professional technique but a possible side effect of ensuring that all pupils remain safe.

Recording of Incidents of Serious Concern and/or Positive Handling

When an incident of serious concern and/or positive handling occurs, it should be recorded on the appropriate recording sheet and a copy given to the Inclusion Manager, the senior member of staff in school and the parent, see Appendix 3 for Serious Incident Record. A copy saved to CPOMS. All documentation should be completed within twenty four hours of an incident.

After any crisis pupils will be offered a repair and reflection process by a member of staff.

Responding to Complaints and Allegations

Parents/carers and children/young people have a right to complain about actions taken by school staff. This might include the use of reasonable force. If a specific allegation of abuse is made against a member of staff then the Academy will follow the guidance set out by Keeping Children Safe in Education (2019).

The Role of Parents

School collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the The Foljambe Way, which is shared through the school website and displayed prominently in school. The school expects parents to read them and through the attendance of their child at the school, to support them.

We expect parents to support their child's learning and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The School expects parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If the issue is still not resolved, then the complaints procedure should be followed.

Further sources of information

Other advice and guidance which may be read alongside this policy:

- Behaviour and Discipline in Schools. Advice for Head Teachers and school staff, February 2014.
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- Screening, searching and confiscation – advice for Head Teachers, staff and Governing Bodies.
- Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, Head Teachers, school staff, Governing Bodies and proprietors of independent schools
- Education Act 1996
- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (England) Regulations 2010
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The Education (Independent School Standards) (England) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Home school agreements

- Screening, Searching and Confiscation – advice for Head Teachers, staff and Governing Bodies
- Exclusions Guidance
- Safeguarding
- SEN Code of Practice
- The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.
- Rotherham MBC Positive Behaviour Management of Children and Young People – Overarching Guidance, 2009
- Rotherham MBC Positive Behaviour Management of children and Young people in School and Educational Settings