



Brecknock Primary School

Behaviour Policy

Approving Body	The School's Governing Body
Date Approved	9 th December 2019 Full GB (PCC Committee – 11 th November 19)
Effective Date	October 2019
Review Date	October 2021

BRECKNOCK PRIMARY SCHOOL

Brecknock Values:

All Governors, staff and parents are committed to making Brecknock a safe, secure, consistently excellent school in every aspect.

We strive to provide education in its deepest sense; which empowers children and gives them a lifelong desire to learn, so that they develop into responsible, resilient, environmentally aware citizens of the future.

Brecknock Aims:

- Every child will make rapid progress from whatever his or her starting point. No child will be missed and no child will fall behind.
- Provision will be matched to the needs of each and every child to ensure that not a moment in school is wasted.
- Every child including the most able and those with SEND will be challenged and stretched to enable them to become fully independent learners.
- Our curriculum will engage our children and inspire them to become lifelong learners within an ethos where success is born out of achievement.
- Every member of our community will understand and demonstrate the importance of mutual respect, good manners and exemplary standards of behaviour.

Introduction

Brecknock children are generally well-behaved and enjoy friendly, respectful and happy relationships with both other children and adults. This policy sets out the systems used in the school to maintain and develop the good behavior, which is essential to facilitate the work of every member of the school community.

It is our aim to support children with specific learning needs through an understanding of the particular difficulties they may face. In supporting children's positive behaviour, we aim to develop confidence and self-esteem.

Brecknock practices the idea of the school as a community and a place where children will feel happy and secure; a place where they feel valued and where they may develop to their full potential, academically, socially and as good citizens.

The behavior policy outlines the expectations we have for everyone in the school community; our agreed rights, the ways we encourage and reward appropriate behaviour, the consequences of unacceptable behavior and links to the Anti-Bullying and safeguarding Policies. The school is compliant with the Department for Education Guidance for Behaviour and Discipline in Schools (February 2014) at all times.

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Purpose

Brecknock is a Level 1 Rights Respecting School, and the articles of the UNCRC form the basis of all our behaviour management principles. Like all schools, we have sometimes to deal with isolated incidents of bullying and unkind behaviour. We will do our utmost to prevent and deal effectively with any kind of behaviour, which impacts on and affects others, with the support of parents, staff and governors. We maintain high expectations, have a culture where positive behaviour is normal and this is reinforced through all lessons, especially Personal, Social and Health Education, circle time and assemblies. This policy is informed by the following key rights:

- **Article 2** - the UNCRC applies to everyone, whatever their race, religion, abilities, views or family background
- **Article 3** - the best interest of the child must be a top priority in all decisions and actions that affect children
- **Article 12** – every child has the right to have a say in all matters that affect them, and to have their views taken seriously
- **Article 13** – every child must be free to say what they think and to seek and receive all kinds of information as long as it is within the law
- **Article 19** - every child has the right to be protected from emotional harm
- **Article 24** - every child has the right to a clean and safe environment
- **Article 28** - every child has the right to an education
- **Article 29** - education must develop every child's personality, talents and abilities

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Key principles

At the centre Brecknock Behaviour Policy are clearly defined rights, rules and responsibilities. We encourage mutual respect through the articles of the **UNCRC**, which are understood by everyone in the school. Our practice is based on the following principles:

Respect: to encourage all children to have respect for themselves, for other people (their feeling, beliefs and values) and for the school environment including equipment and property.

Understanding and compassion: to help children understand other people's views and experiences and to be caring and tolerant towards others.

Responsibility: to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular, we help children to develop an understanding of the consequences of their behaviour.

Fairness and equality: to give children an understanding of how to be fair to all; how to share and give everyone an equal chance (within the context of everyone having different needs). All staff should demonstrate this behaviour in their actions.

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Kindness: to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.

Support and the use of positive reinforcement: to acknowledge considerate behaviour, reinforcing positive behaviour developing children's confidence and self-esteem.

BRECKNOCK BEHAVIOUR MANAGEMENT IN PRACTICE

School Charter

We work as a community and follow 5 school rules: (*Appendix 1*)

- **BE READY**
- **BE ENGAGED**
- **BE RESPECTFUL**
- **BE SAFE**
- **BE KIND**

Class and Playground Charters

At the start of each academic year, every class develops a class charter with explicit links to the articles in the UNCRC. All charters are created through consultation with children and adults. Class charters are negotiated between teachers and the children in their class and revisited throughout the year. Our charters are discussed in assemblies, promoted by Rights Ambassadors and displayed prominently around the school. The charters reflect expectations for teaching and learning in the classroom and how we expect everyone to behave around the school.

Shared Expectations:

Children have the right to:

- be educated with access to a rich, interesting and varied curriculum;
- feel safe in a school free from verbal and physical abuse;
- be listened to by the staff of the school and have any problems which may arise dealt with fairly;
- learn and play in a pleasant and attractive environment.

Parents and carers have the right to:

- expect their children to be educated to their full potential within an environment that is committed to equal opportunities;
- expect their children's rights to be respected, to be listened to by school staff and treated with respect;
- be kept fully informed about their children's learning and consulted when appropriate;
- be listened to and able to discuss concerns with a member of staff;
- be contacted if their children are absent without explanation.

Teachers (all staff at Brecknock are referred to as 'teachers') have a right to:

- educate and care for children to the best of their ability without disruption;
- expect co-operation and respect from the children in their care;
- full support from families in carrying out their job.

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REWARDS

At Brecknock we promote and encourage positive learning behaviours through the use whole class or group reward systems. These whole class or group systems will be consistent throughout the children's school career and be present in every class. The rewards are linked to our 5 school rules:

EYFS and Year 1

The Rainbow (daily reset)

Each class has a rainbow, sun, clouds and lightning strike. Everyday all children's names start on the sun and remain on the sun all day if they meet the expectations of good learning behaviour. The rainbow will be displayed alongside our 5 school rules. During lessons, the teachers will continually use positive and encouraging language showing children with their tone of voice and body language when they are pleased with their behaviour. Positive re-enforcement is the key to building strong attachments with children in Early Years and Key Stage One. Children's names can be moved up to the rainbow to draw attention to good learning behaviours, but this should only happen after the child has already received several positive comments and overt praise. Verbal public praise gives children instant feedback and recognition for their positive behaviour.

It is possible for children to take a step back down to a cloud in the first instance and even a lightning strike as a consequence for not responding to warnings to change behaviours which breaks one or more of our 5 school rules. However, moving up to the rainbow must be much more common than moving down. (See sanctions for more details)

In the case of a serious incident, a child's name can be moved straight to the clouds/lightning. In this instance, Phase Leader will be informed who will co-ordinate communications with parents. The child's parent will be informed on the same day that the child has presented with poor learning behaviour.

Year 2 – Year 6

Class Dojos (half-termly reset)

Each class will use the Class Dojo website to create a group for their class. The teacher and class will set up the fields by which the dojos can be awarded. During learning time, the teacher will use dojo points to look for and draw attention to desired learning behaviours. This gives children instant feedback and recognition for their positive behaviour. Dojos are **not** to be taken away as a consequence of poor behaviour or linked to our sanctions in any way. They should be reflective only of positive learning behaviours.

Teachers will set a target number of Dojos at the beginning of each half term and children will collect Dojos for themselves, also adding to the class total. At the outset of each half term the teacher and children will negotiate an end of half term reward this will be something like watching a film with popcorn or a free hour for board games. If the target number of Dojos is reached for the class as a whole the class will receive the agreed reward.

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Whole School Reward Initiatives

- **Star assemblies (weekly)**

Each teacher makes a special star and presents at weekly star at assembly, telling the community the reasons for awarding the star. The children come and receive their star in front of the assembly. At the end of assembly, stars are collected and displayed in the lunch hall for the week. Group photographs are published on the weekly newsletter *Assemblies: Friday mornings for Juniors and Wednesday mornings for Infants: 9.10am*

- **Cal's Afternoon Tea**

Every Friday afternoon one child from each class (teacher selection linked to school rules) come and have afternoon tea with the headteacher and/or Deputy Head in her office at 2.30pm.

- **Share the success**

Teachers are actively encouraged to send children who have produced good work to share their work with Head /Deputy Head or Assistant Head. The child will be given a sticker and verbal praise.

- **Good Notes home**

Teachers will be issued with a pad of good notes that they can give out to children. Occasionally these good notes can be posted home as a special surprise.

SANCTIONS

We recognise that there will be occasions when a child has broken a school rule or a class charter and a sanction will need to be put into place. From Year 2 -6 we operate a **“Stay on Green policy”**. Each day the children start on green and the objective is to remain on Green all day (rewards being given via dojos). When sanctions for poor behavior are applied, the following will happen;

Stage One: Verbal Warning

The adult will verbally remind a child about desired behaviours and which rule or element of the class charter they are breaking. Individual teachers may choose to write the child's name on the whiteboard as a visual sign of the warning.

Stage Two: Yellow card

A yellow card will be issued, as an opportunity for children to redirect their behaviour, for low level behaviour disruptions after an initial warning and redirection have been unsuccessful. The child's name will be moved down on the behavior chart. These behaviours will be recorded in a behaviour book in the classroom, which will be monitored at least fortnightly by Phase Leaders and half-termly by the Phase Leader and Senior Leader Team. Patterns of children and incidents will be monitored.

Stage Three: Red card

A red card will be issued for repeated yellow card behaviour or for a more serious breach of the school rules. A red card means time out of the classroom in a partner class. During their time out of class children should complete a time for Red Card Reflection Sheet (*Appendix 2*).

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Parents will be informed by the class teacher if their child has received a red card and completed a red reflection sheet. These incidents must be recorded in the class behavior book.

Stage Four: Temporary, Fixed Term or Permanent Exclusion

In exceptional circumstances and after everything else has proved ineffective, the Headteacher retains the power to exclude a pupil from the school (whether by temporary, fixed term or permanent exclusion). This is in line with the Education Act 2002 as amended by the Education Act 2011.

The Headteacher may become involved at any stage but more likely if the matter is serious or repeated. Parents will be called to school for a serious incident to discuss the matter. A definite exclusion, i.e. fixed term or a permanent exclusion is an extreme measure, which is usually only considered after all else has failed. In such cases parents have the right of appeal firstly to the school's governing body and then to the Local Education Authority.

Emergency support required

If an adult is in class alone and requires urgent support, this may be for poor behaviour, non-compliance or it may be that a child is unwell or they are unwell themselves, they should use the emergency star. This will be kept by the classroom door and handed to a responsible child in the class who will get help. The child will take the star to any member of the senior leadership team who will come to class immediately. NOTE: Emergency stars are only for extreme cases.

BEHAVIOUR MANAGEMENT AT LUNCHTIMES

Most children behave well in the playgrounds and enjoy playtime. However, it is necessary to have a behaviour system that supports the rights of everyone at Brecknock to feel safe, to show respect and to be respected at all times.

Playground consequences are;

- **Verbal warnings:** staff will always give verbal warnings to children and remind them of the rules and expectations (*this may be done more than once depending on the severity of the behaviour*)
- **Time out** on a bench for 5 minutes
- **Yellow Playground Slips** for more serious incidents for which the consequence is 10 minutes on the time out bench
- **Red playground slips** for breaching the right to safety of other children or failing to treat other children or school property with respect. Children miss half an hour of a subsequent lunchtime on reflection with a member of the senior leadership team where they will complete a Red Rights Respecting Reflection Sheet and their parents are informed by the Class Teacher.

Playground support systems

- Year 5 & 6 children are trained as **Peer Mediators** and will support younger children on the playground in engaging in positive relationships
- Year 5 & 6 children are trained as Play Leaders and will support their peers in organizing games and activities on the playground
- Year 5 children are expected to undertake the role of lunch monitors and help run the lunch hall maintaining good order.
- Learning Support Assistants and senior staff have lunchtime supervision rotas.
Scale of appropriate actions for a range of inappropriate behavior

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Guidance for staff and pupils *(NB: Table contents are not exhaustive)*

	Behaviour	Appropriate sanctions	Recording
Stage One: verbal	Calling out <ul style="list-style-type: none"> Moving around the classroom without permission Interrupting Ignoring minor instructions Silly noises / minor annoyances Pushing in the line 	Eye contact Reminders Verbal reprimand Statement of inappropriate behavior and consequences for repeating it Move down behavior barometer Change of seating Tactically ignore	Teachers Name written on whiteboard to act as visual reminder
Stage Two: Yellow	Repeated Stage One behaviour <ul style="list-style-type: none"> Refusal to work / unacceptable output Deliberate disruption Accidental damage through carelessness Answering back / offhand comments Minor challenge to authority Repeatedly annoying other children Unsafe actions on stairs or in corridors 	Move down the 'staying on Green' behaviour chart Time Out in the classroom Complete unfinished work at playtime Repair / clean up damage	Teachers Record in class behavior book
Stage Three: Red	More serious behaviour <ul style="list-style-type: none"> Repeated Stage Two behaviour Deliberately throwing small objects with the intention of harming or breaking them Harming someone Damage to school property Leaving the classroom without permission Repeated refusal to complete set tasks Deliberate rudeness to adults Harmful or offensive name calling Directed swearing at another child Bullying, including cyber bullying children 	Contact with parents by class teacher and or Phase Leader Time Out in another classroom Complete a Red Reflection Sheet	Teachers/Phase Leader Behavior logged in class behavior book Parental contact recorded by class teacher Repeated incidents within a short time frame reported to Phase Leader
Stage Four:	Very serious behaviour <ul style="list-style-type: none"> Repeated Stage three behavior and /or refusal to accept consequences Repeatedly leaving the classroom without permission Fighting in the classroom Intentional physical harm to children Throwing large dangerous objects Serious challenge to authority Verbal abuse or swearing at staff member or parent Vandalism graffiti or stealing Persistent bullying Very serious incidents defined below 	Leaders arrange a meeting with parents Possible recompense for damaged property School 'community service' Behaviour Contract Possible internal exclusion Possible fixed term exclusion	Phase/ Senior Leaders Requires immediate involvement of a member of SLT Behaviour support plan created by Inclusion Leader Logged on behavior book Behaviour contract agreed
Exceptional behaviours	Repeated Stage four behaviour Extreme danger or violence Very serious challenge to authority Physical or serious verbal abuse to any member of staff Leaving school without permission	Fixed term or permanent exclusion	Requires immediate involvement of Headteacher or Deputy

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ADDITIONAL INFORMATION

Pupils with SEND

There are pupils for whom the rewards and sanctions might not be sufficient to support their individual needs. In these instances due to the nature of the underlying issues that are affecting the pupil extra in class systems may be used by the teacher and those adults working with the pupil. If additional strategies are needed because of persistent behavioural issues the pupil must be on the schools SEND register for behaviour and all strategies used must be documented. In these cases an individual **behaviour support plan** will be developed for these children. It is important that all adults are aware of the reasons for the use of additional strategies and follow what has been set up in terms of the behaviour support plan . Individual behavior protocols will be displayed in the staffroom and shared with all staff.

Brecknock School Rules



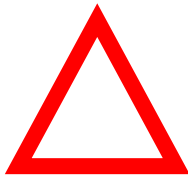
BE READY



BE ENGAGED



BE RESPECTFUL



BE SAFE



BE KIND



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Red Reflection Sheet - Appendix 2

Date:

Name: Class:

This is what I did:

This behaviour was no okay because:

This is the rule I broke:

Next time I will:

I have apologised:

Yes / No

Appendix 3

Playground Charter



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Childrens' Playground Charter.



All children have these rights. We promise to respect all the articles in this charter.



Article 24

You have the right to safe water to drink, nutritious food and a clean and safe environment.

We will all keep the playground clean and safe.

Article 31

You have the right to play and rest at play-time.

We will all play good games and have fun.



Article 19

You have the right to be protected from being hurt and mistreated, in body or feelings.

We will all keep everybody safe and happy.

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

We will all make sure everybody is listened to.

Article 16

You have the right to privacy , particularly in the toilets.

We will all use the toilets sensibly.



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HELPFUL HINTS FOR STAFF

One: Useful Language

Warnings

- 'Our rule is '.....',
e.g. Our rule is 'be respectful', we expect you to listen to the person talking.
- Use a countdown
e.g. Sit quietly ready to begin 5, 4, 3, 2, 1.
- You are choosing to ... I expect you to ...
e.g. You are choosing to spoil your work. I expect you to take care and use clear handwriting.
- You are choosing to ... If you continue ...
e.g. You are choosing to ignore an instruction. If you continue you will have to leave the class.
- I have asked you to ..., if you don't ...
e.g. I have asked you to help to tidy up, if you don't your name will have to go down the rocket.
- You have ..., if you ... again ...
e.g. You have been unkind to your friend, if you are unkind again you will be on time out.
- I have seen you ... , this is a warning, if you ... again ...
e.g. I have seen you push Ben, this is a warning, if you push someone again you will be on time out.

Redirects

- Use the praise system
e.g. start giving dojo points/moving children up the rocket.
- I like the way ... (comment on the desired behaviour you want being displayed by another child)
e.g. I like the way Chantelle is listening carefully.
- I really like the way you are now ... (comment on how the child has responded to your warning)
e.g. I really like the way you are now trying your best with your work.
- I like the way ... (comment on a different positive behaviour that they are displaying)
e.g. (Following a warning for unkind language) I like the way you are focussing on your work.
- Well done (name) I can see you are choosing to (something positive).
e.g. Well done Julie I can see you are choosing to try a new vegetable.
- After a session take the child aside to tell them something positive
e.g. At first it was difficult for you to take part in the game in PE but I could see that you really tried your best and I was really impressed with the way that you worked with Mohammed.
- At the end of a session take time to acknowledge that a child has responded to your warning.
e.g. I was really impressed that you listened carefully to your friends at story time. I could see that you remembered what we talked about and made a positive choice.

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Two: General Top Tips and Guidance

“It is impossible to understand a person correctly unless one recognises the purpose of their behaviour....” (Rudolph Dreikurs 1982)

There are four main needs that children show through behaviour and it helps to consider the child’s feelings which lie behind the behaviour. These feelings are often reflected in the feelings which we have as adults when we are with the children.

The need for attention

Child feels: afraid of being abandoned.

Adult feels: frustrated, worn out, irritated by constant interruption, resentful of time spent.

Basic strategies: increase the amount of praise for appropriate behaviour; use distraction, ‘the look’ and praise; try to give time (one to one) with the target child.

The need for power

Child feels: insignificant. powerless,

Adult feels: challenged as an adult, angry, locked into a battle of wills.

Basic strategies: think through possible triggers and plan how you would react; avoid confrontation (positive rule reminders); respond to initial problem behaviour. Try not to get caught up in secondary behaviour; give choices – positive and negative; provide opportunities for the child to have age appropriate responsibilities

The need for revenge

Child feels: hurt and vengeful.

Adult feels: angry or shocked, hurt, disappointed by apparent lack of remorse.

Basic strategies: look for triggers for the behaviour; try to mask your feelings of hurt; do not be tempted to hurt back; help the child to feel listened to; be as fair as you can; give praise and encouragement when the child has been helpful and supportive.

The need to display inadequacy

Child feels: discouraged.

Adult feels: irritated by constant whining, inadequate to help, resentful of time spent.

Basic strategies: relax pressure; use hover support; agree non-verbal signals, e.g., thumbs up etc; praise and acknowledge effort; give lots of attention when the child is behaving appropriately; set small targets and record their successes visually.

Managing Behaviour Positively: A checklist of steps you can take

Setting a positive model –

- smiling, enthusiastic about working and playing with the children and changing your focus to catching children doing the right thing;
- modeling the behaviour that you expect to see and making this model overt and easily read, discussing how people deal with frustrations and difficulties.

Maintaining an Assertive/Positive approach –

- removing the negatives from your verbal and physical language;
- being specific about the behaviour that you expect;
- providing clear choices structured around rewards and sanctions, resisting hostility or passivity.

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Each day with a clean sheet – making sure that incidents have been dealt with from yesterday and making a conscious decision to refresh your expectations for the class and for individuals.

Collaborative agreements with other adults – having an agreement about how certain children are managed; who applies sanctions/rewards, what happens if an incident occurs; working towards adults speaking with certainty and with one voice.

Establishing explicit rituals and routines – verbal routines and rituals written on clear signs (language and image)

Acknowledgement – saying thank you, acknowledging every child on a personal level and, with an informal tone, making sure that even the quietest children are acknowledged for their efforts.

Positive reinforcement and encouragement – redirecting groups of children, catching children doing the right thing, building a positive atmosphere where children feel emotionally safe.

Praise – personal, sincere, specific and age appropriate praise, eye contact, touch, building relationships and mutual trust.

Reward – using positive contact with the home, class rewards negotiated with the children.

Redirecting low level disruption – non-verbal cues, movement and positioning around the room, proximity, use of verbal cues.

Providing clear choices and time to make a decision – ‘You can choose to join the rest of the children or to sit next to me. Have a think about what you would like to do, I will come back and speak to you in a moment’.

Private verbal warning – eye contact, lower than eye level where possible, using a positive model of the child’s previous good behaviour to encourage them to make better choices, making sure that they understand they have been given a warning and what will happen if they ignore it – marking the moment.

Applying sanctions with care – showing empathy, patience, care, your disappointment, concern, attacking the behaviour not labeling the child.

Slowing the process of applying sanctions - giving the child time to make the right choices, finding opportunities to reinforce positive choices, catching them doing the right thing.

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Three: Physical Intervention or Positive Handling

Physical Intervention Guidance

The 'Use of Reasonable Force – Guidance Advice for Headteachers, staff and Governing Bodies (DfE July 2013)', stipulates that schools can use reasonable force to:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outburst.

This guidance states that all members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.

Central to this policy is the understanding that any physical intervention, or 'positive handling' used by staff must be in accord with the idea of "reasonable force" and be used only as a last resort once all other strategies have been exhausted.

There is no legal definition of reasonable force. The use of force can be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed, or when pupils, staff or property are at risk.

Physical intervention is not an isolated technique and needs to be set in the context of classroom organisation and behaviour management strategies. Other methods can be used in most situations and there will be no need for physical intervention.

Individual members of staff cannot be required or directed to use restrictive physical intervention, but all teaching and non-teaching staff have a 'duty of care' towards the pupils, so the failure to intervene in the above circumstances could be viewed as negligence. The use of physical intervention can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Physical Intervention

The training of staff dealing with behaviour management will be in line with the recommendations of TEAM-TEACH and include:

- Building and maintaining good relationships
- Managing good behaviour through the interpretation of verbal and non verbal cues, conflict management techniques.
- The use of physical intervention

The school recognises that despite its philosophy, ethos, expertise and experience, a pupil may on occasions be unable to control his/her own actions to such an extent that his/her behaviour meets the agreed criteria for the set procedures for physical intervention to be implemented.

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The use of physical interventions must take account of the pupil's own best interests, sensitivities and sensibilities, his/her own likely perceptions of situations, his/her emotional state and levels of understanding. Physical intervention should never be used as a punishment and must only be used in line with agreed criteria and procedures.

Normally, only those members of staff who have been trained in the use of agreed techniques, i.e. 'TEAM-TEACH', will carry out the physical management of pupils. In addition, any techniques used should be in line with information contained in the pupil's Behaviour Support Plan. Also, the school endeavours to train identified staff to the appropriate level as soon as it reasonably can. Any member of staff who has not had the updated training is advised not to use physical intervention unsupported by a trained member of staff. However, there may be the necessity for any untrained member of staff to intervene on their own if there is a serious health and safety risk for the pupil him/herself, another young person or a member of staff involved.

A range of guides, escorts and restraints ranging from least intrusive to most intrusive

These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Physical intervention where two 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 mental risk assessment based on the situation as to the level at which they are going to intervene and communicate with colleagues verbally and non-verbally as taught during the Team Teach Training.

Increase in Level of Intrusion ↓	<u>1 Person Standing / Walking</u> Friendly Hold Single Elbow Figure of Four Wrap Double Elbow		Associated Increase in Level of Risk ↓
	<u>2 Person Standing / Walking</u> Friendly Hold Single Elbow Figure of Four Double Elbow	<u>1 Person to Chairs</u> Friendly Hold Single Elbow Figure of Four Wrap Double Elbow	
	<u>2 Person to Chairs</u> Friendly Hold Single Elbow Figure of Four Double Elbow		

Emergency Interventions

Emergency interventions will involve staff employing, where necessary, one of a combination of the strategies mentioned above in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response, e.g. a

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child running onto a road or a serious fight.

Planned Intervention

Planned intervention involves staff employing, where necessary, one of a combination of the strategies mentioned above as an agreed response to an identified behaviour. This will be documented in the pupil's Positive Handling Plan and will be reviewed regularly. The Positive Handling Plan will be discussed with families and they will be asked to sign the Positive Handling Plan if they are in agreement. The Positive Handling Plan will list the accepted escorts or holds to be used in addition to the proactive, active and reactive interventions that may be used at first to defuse or de-escalate the situation.

Post Physical Intervention Procedures

As soon as is reasonably possible after an incident, staff need to make a record in the bound and numbered book. This book is stored in the Deputy Headteacher's office. Any child who has required positive handling should, after the first incident, have an individual Positive Handling Plan written where triggers and detailed strategies are outlined.

The record of the restrictive physical management of the young person will indicate:

- The names of the staff and the pupil involved
- The reason for using the specific type of restrictive practice (rather than an alternative less restrictive strategy)
- The type of intervention employed
- The date and the duration of the intervention
- Whether the pupil or a member of staff experienced injury or distress, and if they did, what action was taken
- The outcome of the debrief session

When both the staff member and the pupil are calm, they can discuss the incident and future strategies, where appropriate. It may be decided that the Positive Handling Plan needs to be reviewed to cover additional behaviours or to include alternative strategies. When a restrictive physical intervention has been used, it must be reported to the pupil's family. Where possible, families should be contacted as soon as possible after the incident, before confirming details in writing.

The written report should tell them: when and where the incident took place, why it was decided that a physical intervention had to be used, the strategies used to try to avoid having to use a restrictive physical intervention, what physical interventions were used, whether there were any injuries and what follow up action (support and/or disciplinary) was being taken in relation to their child.

The Head will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Positive Handling Plan
- Child Protection Procedure
- Staff or Pupil Disciplinary Procedure
- Exclusions Procedure

The member of staff will be kept informed of any action taken. In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association / union.

BRECKNOCK PRIMARY SCHOOL

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be investigated through the school's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures, Complaints Policy and/or Child Protection Procedures.

Note

IF AT ANY TIME A PUPIL COMPLAINS OF AN INJURY, OR THE USE OF UNREASONABLE FORCE AS A RESULT OF PHYSICAL MANAGEMENT BY STAFF, THE SCHOOL CHILD PROTECTION PROCEDURES MUST BE FOLLOWED