

Highwoods Academy

Positive Relationships & Behaviour Policy



Policy Number:	60	
Author(s):	G R Rhodes	
Responsibility:	All Staff / Governing Body	
Effective Date:	1 st September 2017	
Review Date:	1 st September 2018	
Approved by Governing Body on:	October 2017	
Storage:	Electronic:	eg School Network / Website
	Hard Copy:	eg Office / Headteacher / SENCO

Positive Relationships and Behaviour Policy

Vision

“Learning together, Growing together, Aiming High”

We believe that Highwoods Academy should be progressive, dynamic and the hub of the community, providing a fully extended service for the community as a whole. It should be one where everyone feels welcome, valued, listened to, safe and secure, with mutual respect for all. It is a school where all children are encouraged to express ideas and opinions, to look beyond themselves, to be independent, where a lifelong love of learning is the norm and all children reach their full potential, academically, socially and emotionally, in a rich, non-judgemental and supportive learning environment, providing high quality education where all are challenged. A school that works in partnership together, valuing the diversity of others.

At Highwoods Academy we aim high and we will:

- ◆ Establish Highwoods as an integral part of the community
- ◆ Promote effective partnership between school, parents / carers and other agencies recognising the part they play in the child’s education
- ◆ Establish an awareness, an appreciation and respect for the diversity of others
- ◆ Nurture/foster independence and self-reliance through self-discipline, self-motivation and responsibility
- ◆ Give children the opportunity to look beyond their own horizons – to aim high – to become active participants in their own learning leading to a love of learning for life
- ◆ Provide a rich, stimulating and supportive learning environment where all feel valued and secure
- ◆ Provide a rich, varied and relevant curriculum to which all have equality of access, ensuring quality of opportunity and having account for the individual
- ◆ Monitor progress and evaluate the effectiveness of learning and teaching.
- ◆ Provide a clear, moral, social, spiritual and cultural framework that promotes and develops attitudes of fairness, honesty, tolerance, integrity, hard work and good behaviour
- ◆ Promote and develop good relationships, showing care and respect for others, all property, equipment and environment so that all can develop a positive self-image
- ◆ Set high standards of teaching and have high expectations of children’s learning, helping them to achieve their full potential in all aspects of their development

Rationale

At Highwoods Academy we embrace the rights of all members within our community to learn and play in a safe, supportive and stimulating environment.

All members of our community are fully committed to work together to establish a positive school ethos and promote effective learning within an environment where all children and young people can stay safe, enjoy and achieve, be healthy, make a positive contribution and achieve future economic wellbeing.

We acknowledge that knowing and understanding children, their differences and similarities must remain at the heart of our behaviour practices.

All members of our community are supported to acknowledge and respect cultural, emotional, social and spiritual differences. Children are treated sensitively within an atmosphere of mutual respect and tolerance.

All members of our community must always aim to be good role models. Throughout school life we are seeking to develop positive attitudes, raise the self-esteem of all children and establish school and education as being of value. It is hoped that this will be achieved through a range of class and school strategies that reward effort and achievement.

All members of staff accept their responsibility for establishing and teaching acceptable codes of behaviour and for the use of rewards and sanctions in line with policy.

The positive relationships and procedures have been reviewed in relation to safeguarding and child protection procedures.

Introduction

This policy takes into account information provided in:

- ◆ Ofsted Inspecting Equalities Briefing April 2014
- ◆ Equality Act 2010
- ◆ Education Act 2011
- ◆ Education and Inspections Act 2006

- ◆ "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
- ◆ "DOH & DFES Guidance for Restrictive Physical Interventions" July 2002
- ◆ Use of Reasonable Force Guidance July 2013 (England)
- ◆ Behaviour and Discipline in schools February 2014
- ◆ Local authority policies.

Aims

At Highwoods Academy we:

- ◆ all have the right to learn and work in a safe environment and to be treated fairly
- ◆ are all responsible for supporting the rights of others and ourselves.
- ◆ have rules to support our right to learn and work in a safe environment.
- ◆ have rewards to celebrate making the right choices and our successes.
- ◆ have Sanctions to help us to take responsibility for our actions and support us to make the right choices in future.

- ◆ have a Code of Conduct by which pupils & staff demonstrate that they are responsible members of our school community and understand our expectations.
- ◆ provide an environment where everyone can Learn and Achieve.
- ◆ build confidence among children and young people to show empathy and understanding.
- ◆ Work with members of our school community to raise awareness and develop respect of both our own and others behaviours.
- ◆ Use agreed methods of reporting and responding to incidents of inappropriate and positive behaviours.
- ◆ Identify a clear system to deal with inappropriate behaviour and refer children, when necessary for additional support.
- ◆ Use data to improve the effectiveness of our positive relationships system and target resources efficiently.
- ◆ Share good practice and develop training when necessary to ensure consistency in approach and standards of expectation.
- ◆ Review the policy annually
- ◆ Ensure the voice of children & young people, parents, carers (through the Parent Governors) and all school staff (including volunteers) are represented in the drafting & reviewing of the school's policy

A Positive Approach to Relationship Management

- ◆ An effective relationship and behaviour management policy is one that seeks to support and lead children towards high self-esteem and self-discipline. This occurs when positive, good relationships are formed and high expectations of good behaviour are clearly set.
- ◆ We believe that self-esteem affects all thinking and behaviour and impacts on learning and achievement. We aim to provide positive everyday experiences that enable our children to reach their full potential.

Our Core Beliefs

Behaviour **can** change and every child **can** be successful.

Modelling behaviour is an effective way to teach children how to behave. Positive support is more likely to change behaviour than controlling and punishing.

Positive systems for rewarding good behaviour will increase children's self-esteem and in turn help children achieve. An acute awareness of every individual child's needs and circumstances helps us act fairly.

We support children in acquiring and practicing self-discipline and the necessary skills to enable them to make the right choices in their actions.

Reinforcing good behaviour helps our children feel good about themselves (Every Child - Every Chance- Every Day)

Our Code of Conduct

Our expectations are that adults and children will:

- ◆ listen to each other
- ◆ care for all people and treat them with respect and politeness
- ◆ disagree without losing their tempers
- ◆ care for their surroundings and belongings of all
- ◆ ensure that other people are not put at risk by their actions
- ◆ respect other peoples' views
- ◆ care for other peoples' property

In the classroom we expect children will:

- ◆ Follow our Golden Rules
- ◆ Be polite and respectful to everyone, using your manners towards adults and children.

- ◆ Get on with their work responsibly and complete the work to the best of their ability
- ◆ Keep all classrooms tidy.
- ◆ Share and use materials sensibly returning them to the appropriate place
- ◆ Follow the classroom rules.
- ◆ Let others get on with their work
- ◆ listen to, and follow instructions
- ◆ raise hands to participate at appropriate times
- ◆ Help and support your friends.
- ◆ Do not distract others from learning.
- ◆ Be part of a team.
- ◆ Be a role model to other children.

In the Corridors and Shared Areas:

All school staff will ensure that they take responsibility for behaviour on the corridors.

- ◆ Respect other classes when moving to a different area in school.
- ◆ All members of the school will show good manners around school and address each other politely on the corridors.
- ◆ Walk sensibly on the left and quietly throughout school.
- ◆ Hold doors open for adults, visitors and other children.
- ◆ Keep shared areas & corridors tidy.

In the playground we expect children will:

- ◆ Be kind and friendly.
- ◆ Share
- ◆ Keep your hands and feet to yourself.
- ◆ Play sensibly and not put others at risk by selfish actions.
- ◆ Put all equipment away carefully in the correct place.
- ◆ Play football sensibly - No falling out
- ◆ Apologise if you need to.
- ◆ Look after property of the school and other children
- ◆ Seek the teacher on duty or midday supervisor if they require First Aid - a pass (pink card) will be given and the child will be taken to the office by another child
- ◆ Solve problems together.
- ◆ Solve any disagreements without losing their temper, go through questioning to help to find a solution without resorting to aggression / physical violence.

All children and staff to use appropriate language

Lining up at the end of playtimes & lunchtime:

The school session bell will ring at the end of playtime and lunchtime breaks.

On the bell everyone will stop playing.

All children walk to their lines.

Staff will come out to meet the children and escort them into school

Responsibilities of Staff

All members are expected to model our school ethos in their interactions with children and with other staff. We know that self-image is formed largely by how children feel they are perceived by adults and children with significance in their lives. All staff, children and visitors are expected to treat each other with respect. By doing this a calm environment is created, a place where children can feel safe, learning takes place and good behaviour is promoted. Staff should have high standards of expectations in terms of learning and behaviour. All staff are responsible for ensuring the school's behaviour policy and procedures are fully implemented.

Rewards and Consequences Overview

We aim to develop an ethos where there is a healthy balance between rewards and logical consequences with both being clearly understood by all children and staff.

Children should learn to expect fair and consistent consequences for inappropriate behaviours which are linked to the behaviour. Logical consequences are designed to teach children more appropriate behaviours. All systems are flexible and take into account individual circumstances.

At the beginning of each year staff discuss expectations, reward systems and class contracts with children. The emphasis of this policy is on positive praise and reward, which should be given wherever possible for both learning and behaviour.

Included in this policy is clear guidance, strategies and positive relationship management techniques (see next page). All class teachers should follow schools procedures and policy. For some children individual plans detailing rewards and sanctions may be necessary or referral to the school's Learning Mentor for individual or small group support.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated.

Rewards may include:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Stickers
- Positive recognition of achievement through written feedback from staff
- Certificates
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges
- Whole Class rewards
- Weekly achievement assembly and certificates
- Head Teacher awards
- Star book awards
- House points
- Golden time
- Presenting good work in the weekly sharing assembly
- Consistent good behaviour, good manners, particular helpfulness and acts of kindness in school are rewarded through praise and house points

Our behaviour system focuses on using 'the Golden Rules', which promotes good behaviours in school. It ensures that children follow clear rules and will specify rewards and sanctions for breaking the rules. By recognising and rewarding 'good' behaviour and punishing 'bad' behaviour, it is believed that 'good' behaviour is encouraged. It engages and excites children, motivating them to strive for higher achievement levels. It also empowers and involves parents in their child's class-based achievements.

The system is regularly monitored to determine how the system is working, looking at patterns of positive / negative referrals, investigating variation amongst year groups / phases, taking steps to ensure consistency.

School Visits and Events

Visits and school events are classed as **privileges** in school. If a child chooses not to follow rules and routines in school, then they are choosing not to take part in school events and visits based on health & safety grounds and trust. Children have to learn this skill as it is a skill for life.

At school we promote this ethos so children understand that behaviour is about their own choices and that others are not responsible for this. This sanction is only incurred when others have not been successful in changing a child's behaviour.

Parents will always be informed of the decision and that this will be made by the Head Teacher or a Senior Member of Staff.

Pupil Conduct and Misbehaviour Outside the School Premises

What the Law Allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

any misbehaviour when the child is:

- ◆ taking part in any school-organised or school-related activity; or
- ◆ travelling to or from school; or
- ◆ wearing the school uniform; or
- ◆ in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- ◆ could have repercussions for the orderly running of the school; or
- ◆ poses a threat to another pupil or member of the public; or
- ◆ could adversely affect the reputation of the school.

Out of School Behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- ◆ Good order on all transport (including the school taxi) to and from school, educational visits or learning opportunities in other schools.
- ◆ Good behaviour on the way to and from school.
- ◆ Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- ◆ Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- ◆ Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour

Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- ◆ The severity of the misbehaviour.
- ◆ The extent to which the reputation of the school has been affected.
- ◆ Whether pupils were directly identifiable as being members of the school.
- ◆ The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- ◆ Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Support using the Restorative Practice and De-escalation Approaches

The procedures outlined in the following section are to help deal effectively with inappropriate behaviour. All class teachers are responsible for maintaining the high standards of behaviour in school. If a child exhibits inappropriate behaviour, staff should initially ask a child what has happened. It may be necessary to employ a number of sanctions to enforce the Positive Relationships Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation.

Affective Questioning Technique

Encouraging children to talk through an issue that has caused conflict - leading to children with support developing possible solutions and strategies.

1. What has happened?
2. Who has been affected?
3. How can we help everyone involved to come to a solution?
4. How can everyone do things differently in the future?

Consequences

This policy is designed to empower both teaching and support staff in our mutual desire to create a safe, fair, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these over-riding rules:

Be calm - Children should be dealt with calmly, firmly but fairly referring to what the action is and why the action is being taken.

Logical consequences - A logical consequence is a sanction that should "fit" the offence and be linked to the behaviour. Logical Consequences should be designed to teach pupils at Highwoods more appropriate behaviours

Fresh Start - although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Unacceptable Behaviour Includes

- ◆ Disobedience
- ◆ Biting, spitting, hitting and kicking
- ◆ Teasing other children
- ◆ Foul language and swearing
- ◆ Making unkind remarks or racist / homophobic comments.
- ◆ Damaging property
- ◆ Answering back, rudeness or aggression to adults
- ◆ Stealing
- ◆ Walking away from members of staff
- ◆ Being rude to members of staff
- ◆ Touching other people's property
- ◆ Using equipment without permission
- ◆ Littering

- ◆ Truancy
- ◆ Forming gangs and bullying

Temper tantrums and physical disputes must be dealt with and pupils restrained if necessary (see Additional Guidelines)

Pupils will be removed from class to avoid disrupting the learning of other pupils.

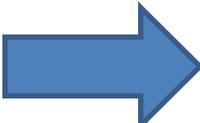
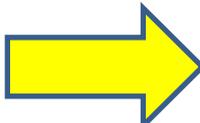
Under no circumstances is violence tolerated towards a member of staff.

Each class will follow the school based reminders when the appropriate behaviour is not displayed by children. Personalised provision (where necessary) along with personal behaviour plans done with key staff for pupils who may persistently show high level concerns, ensure support is put in place.

Every child starts each day being greeted into school by staff. Every day is a fresh start and every lesson.

If staff note a child is showing signs of worry, struggling to separate from carers or any inappropriate behaviours a 1-1 session with the Learning Mentor, will be done to address any concerns and initiate appropriate support for the child that day / lesson.

School based reminders/warnings and logical consequences

Level 1 Discreet (Verbal Warning)	Level 2 Reminder (Blue Card)	Level 3 Reminder (Yellow Card)	Level 4 Referral to SLT (Red Card)
Warning / support glance from staff, hand signals or encouragement for low level behaviour.	Child spoken to, given a learning target, reminder to show good behaviour, turn it around.	Child reminded positively to get back on track. Final warning. Sanctions applied	Child sent with adult to Head Teacher or other member of SLT Staff to complete CPOMS incident. Red Card Sanctions applied
			



For children who have individual and personalised behaviour plans – these need to be adhered to by all members of staff

Consequence stages

Stage	Foundation / KSI	KS2
1 Low level behaviour: unfocused, not following initial instructions	Time target, verbal target, complete work for 5 minutes at break.	Time target, verbal target, complete missed work at break and go out if possible once done.
2 Refusal to work / follow instructions	Level reminders to be followed, check on reasons why? Instigate / Refer to personal plans if persistent. Work to be supported initially and some attempt at catching it up at break.	Level reminders to be followed, check on reasons why? Instigate / Refer to personal plans if persistent. Work to be supported initially with a clear instruction. If it is not completed it will be done at break time.
3 Disruptive behaviour in class or hitting-out at pupil	Level reminders to be followed, check on reasons why? Instigate level 4 where necessary. Headteacher / Senior Leaders to ensure parents informed, post incident reports completed. Hourly monitoring of work if necessary. Hitting - reminders by staff on rules, post incident reporting and 5 minutes with staff at playtime.	Level reminders to be followed, check on reasons why? Instigate level 4 where necessary. Headteacher / Senior Leaders to ensure parents informed, post incident reports completed. Hourly monitoring of work if necessary. Hitting - reminders by staff on rules, post incident reporting and kept in at playtime Adult to revisit the incident (once child is calm) to model, apply appropriate strategies
4 Persistent disruptive behaviour in class	Level reminders to be followed, check on reasons why? Meeting with parents / carers Behaviour plan put in place / Child on home-school report Follow personal plan, instigate level 5 where necessary. Head teacher / Senior Leaders to ensure parents informed, post incident reports completed. Hourly monitoring of work if necessary. Withdrawal of child to work in isolation with an adult.	Level reminders to be followed, check on reasons why? Meeting with parents / carers Behaviour plan put in place / Child on home-school report Follow personal plan, instigate level 5 where necessary. Head teacher / Senior Leaders to ensure parents informed, post incident reports completed. Hourly monitoring of work if necessary. Withdrawal of child to work in isolation with an adult
5 Damage to property, persistent verbal abuse to peers / staff, deliberate violence to peers / staff.	SLT Immediate removal from class from class, level 4 immediate support. Time out. Parent/carer contacted to come into school. Property damage to be assessed, parents shown, logical consequence e.g. tidy up, support repair/replacement. Verbal abuse - reinforce expectation, possible apology, letter, high monitoring. Deliberate/targeted violent assault Post incident learning, Behaviour plan reviewed Multi agency support/meetings. Exclusion if severe or repeated.	SLT removal from class, level 4 immediate support. Time out. Parent/carer contacted to come into school. Property damage to be assessed, parents shown, logical consequence e.g. tidy up, support repair/replacement. Verbal abuse - reinforce expectation, possible apology, letter, high monitoring. Deliberate/targeted violent assault Post incident learning, Behaviour plan reviewed Multi agency support/meetings. Exclusion if severe or repeated Seclusion - safe and support learning area monitored and reviewed weekly with parents/staff. Personalised timetable - short learning focus alongside Emotional/Communication support.

As part of de-escalating children's behaviour every child is greeted as they enter into school / classroom. This helps staff to identify any environmental issues or individual worries. School will put appropriate support in place to ensure the child has a successful day in school. This ensures the child feels supported to manage their emotions and feelings and reduces the likelihood of behaviour escalating.

Sanctions

When poor behaviour is identified, sanctions are implemented consistently and fairly in line with this behaviour policy. As a “good” school we have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These include:

- ◆ A verbal reprimand.
- ◆ Extra work or repeating unsatisfactory work until it meets the required standard.
- ◆ The setting of written tasks as punishments, such as writing lines or an essay.
- ◆ Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day
- ◆ Missing break time.
- ◆ Detention including during breaks and lunch-times
- ◆ School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- ◆ Being placed “on report” for behaviour monitoring.
- ◆ Not being able to take part in visits or special events
- ◆ In more extreme cases our school may use temporary or permanent exclusion.

The above list is taken from the Department for Education’s “*Behaviour and Discipline in Schools*” document dated February 2014 - Page 8 Paragraph 22 - this provides an overview of the powers and duties for school staff.

Violent Conduct:

Some behaviour is regarded as totally unacceptable such as physical violence and bringing offensive weapons into school or making objects into weapons with the intent to cause harm to others.

The health and safety of all children and staff is paramount. High level violent acts by a child towards other children or staff will result in fixed term exclusion. (1-5 days)

Any child bringing in an offensive weapon into school, such as a knife or when a child breaks equipment or makes a weapon with the intent to cause harm to others will be excluded. (Up to 15 days)

Damage to property has to be put right by the child wherever possible. In the circumstances of extreme damage parents/carers will be contacted, shown the level of damage and may be asked to contribute or pay for the damage.

Before a possible reintegration meeting can take place a clear plan must be developed with advice and support from multi agency teams sought. This will be used alongside Doncaster's Behaviour Threshold documentation to put into place a specific behaviour support plan, an individualised risk assessment and support package carefully considering whether the child, other children and staff can be kept safe. The plan and package of support will be reviewed regularly and after any high level incidents with members of the school's inclusion team.

Extreme violent conduct

This stage could be deemed appropriate for school for permanent exclusion.

Stage 5: Fixed-term and permanent exclusions:

Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Fixed term exclusion from school, these are determined by the Head Teacher depending upon the severity of the circumstances these can be:

- ◆ 1 day
- ◆ 2 days
- ◆ 3 days
- ◆ 4 days
- ◆ 5 days up to 15 days

A child can be excluded for the following:

- ◆ Acts of violence towards other children or staff.
- ◆ Bringing an offensive weapon to school or breaking equipment and using this as a weapon with intent to harm others.

If the Head teacher excludes a child, they inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can appeal against the decision to the governing body.

The school informs the parents how to make any such appeal. The Head teacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. Any exclusion of more than 15 days in any term results in a Governors Disciplinary Committee Meeting.

Permanent Exclusion

The Head Teacher may wish to permanently exclude a child. The Governing Body will meet to review this decision. Parents/carers may appeal against a permanent exclusion in accordance with Local Authority procedures.

Managed Moves

If a child is not able to accept the support given consistently then it may be more appropriate to hold an emergency review meeting or professionals meeting to request a change of school/placement. It may be necessary to involve other agencies and the Local Authority.

Positive Handling – “Team Teach” Approach

The use of physical handling to support children:

Central to this policy is the understanding that any Physical Intervention used by staff should be in accordance with the idea of "Reasonable Force" and 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 only 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. 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. 95% of the time there will be no need for physical intervention and other methods can be used.

Key inclusion staff and the Head Teacher have been trained by “Team Teach” who are DfE recognised providers.

“Team Teach” reiterates school's philosophy that the use of physical handling techniques should only be used as a last resort. School is committed to ensuring that staff deal professionally with all incidents involving aggressive behaviour and only use physical handling as a last resort. Prior to this every strategy will be used to de-escalate the situation. Children who require physical handling must be treated with respect and handled according to Team Teach guidelines to ensure minimal risk to injury.

Staff must understand and follow school procedures by listening and observing the child whilst attempting to keep calm and supportive. This is important especially when facing challenging behaviour.

In this situation the member of staff should not move into the child's personal space and use the school agreed phrase with the child:

“<NAME OF CHILD>, 'I'm here to help, talk and I'll listen”

Staff reacting in a positive way determines the experience for the child. Staff should all use three questions:

- 1) What happened?
- 2) How did it make you feel?
- 3) What can you do next time you feel that way?

Sometimes a member of staff comments, physical presence or facial expressions can trigger further confrontation. In this situation the staff member should change and let another member of staff de-escalate the situation.

A child's behaviour may also be adversely affected by an audience e.g. other children or too many staff members. In this situation children should be moved to a safe area and staff asked to support the larger group.

It may be necessary for the staff member to escort the child to a quiet safe space in order to try to de-escalate the situation.

All staff must understand the importance of responding to the emotions and feelings of the child which lie beneath the behaviours being exhibited.

Staff should only positively handle a child if the child is:

- ◆ Injuring themselves or others.
- ◆ Assaulting another child or staff member.
- ◆ Engaged in deliberate damage or vandalism to property.
- ◆ Engaged in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its children, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

A member of staff who recognises that the behaviour is beginning to escalate towards a point where positive handling may be needed must seek assistance from another member of staff. A member of staff who see a child's behaviour may require positive handling by a member of staff has a responsibility to offer support and assistance.

The Head Teacher or Inclusion Manager should be called to support any incident where positive handling is required to support a child.

Staff should explain to the child being physically handled the reason why they need that level of support to keep them and other children safe in a calm voice. Staff must explain to the child that as soon as he / she calms down the physical handling will stop.

All incidents where positive handling has been required must be recorded on School's Incident Forms. After any incident of this nature the child and member of staff afterwards must be checked for injury and if injured must immediately seek medical treatment from a first aider. Following this, an ACRASS form must be completed and

Corporate Health and Safety Team contacted for advice.

After the incident the child must be given time to calm with a two members of staff. The parent/carer must be contacted and told about the incident and if appropriate will be asked to come to collect their child.

The members of staff who dealt with the incident must be offered a short break followed by a discussion with an SLMT member to begin the analysis of the incident.

After the incident if the child is calm and able to remain in school safely, they must talk through the underlying reasons for the incident.

Children identified as likely to have high level incidents that may require positive physical handling will have a personal behaviour plan in place done with the child, staff and shared with parents/carers.

Complaints regarding the use of physical handling:

Any complaint will be made formally to the Head teacher.

The Head teacher will fully investigate the complaint and report her findings to the parents. A record of her findings will be written on the designated pro-forma.

Where the parents are not satisfied they will be able to make representations to the governing body. An initial meeting with the Chair and Vice-Chair will be held. Information will be collected with a second meeting arranged with the parents to report and discuss the findings. If after this, parents are still dissatisfied with the outcome they have the right to make representations to the Chief Education Officer at Civic Centre.

Parental Involvement

When and how do we involve parents?

Please refer to the school Consequence stages. Parents / carers will be contacted following a child moving onto a specific sanction level. The school has standards of behaviour which both the children and their parents are made aware of. This will ensure that everyone in school is working towards the same standards and fully understands them.

Home / School Agreement

The school's behaviour policy will be supported by a Home / School Agreement. All parents will be encouraged to sign the agreement. One copy will be retained by the parent, another copy in school. The agreement will be reviewed and signed. Children can only sign the Child's Declaration in their parent's presence. The parent and child's copy will be kept at home.

Working with Other agencies

As part of the school's inclusive ethos we will make every attempt to work with other agencies to safeguard the welfare of a child from an early stage and ensure that a child receives as much support as possible. The school believes that often behaviour results from social and emotional issues and therefore other agencies are needed to stop the escalation of these issues. Full use will be made of such agencies as Educational Welfare, Social Services, Health Services, CAHMS, Family Support Worker (Children's Centre) and the Educational Psychological Service when appropriate.

Police

Value is placed on good relationship with the police and good liaison is encouraged. The community police support officers regularly run come into school and attend meetings where they can support the outside issues affecting a child's behaviour.

Sharing of Information

The school will keep up to date records of a child and ensure that in relation to the policies on safeguarding and child protection that they will in accordance with guidance on information sharing follow the correct procedures. All conversations regarding a child with a multi-agency team will be recorded on the (pink) multi agency form and kept with the child's safeguarding file separate from their other records, in accordance with Doncaster model protocol.

Care of school premises and sites:

- ◆ Everyone in the school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.
- ◆ Staff will display children's work to a high standard.
- ◆ The building will be kept clean and tidy.
- ◆ The grounds will be kept clear of litter.
- ◆ The plants will be well maintained.

Equal Opportunities & Disability Discrimination

All children will be treated equally and fair within the school. There will be no discrimination regardless of age, sex, race and gender, disability, religion, belief or in line with the Equality Act 2010. The school endeavours to make reasonable adjustments in relation to children's needs to ensure that all children are treated fairly in line with this policy - this may include improving physical environment or improving the accessibility of information to disabled pupils and their parents/carers. Staff ensure children know all issues of discrimination and prejudice including the use of derogatory language will be addressed by staff.

Monitoring of behaviour in school

Behaviour is monitored on a half-termly basis by the Inclusion Team. A report is passed to the Inclusion Team to ensure that all children in school are reviewed on an individual basis.

Support programmes will be identified for children causing concern in school to modify inappropriate behaviour as soon as it arising. This is to prevent an escalation of the behaviour pattern.

School data analysis of behaviour looks at groups including any trends e.g. class, gender, disability and ethnicity.

Any incident with a concern showing harassment, oppressive behaviour, acts of discrimination it is followed up by the Senior Leadership Team and logged on the schools CPOMS system.

Policy Review

All procedures follow a stage system to ensure that pupils are treated in a fair manner. This system can be viewed in appendices of this document. These systems are reviewed on an annual basis or more regularly if appropriate to address any concerns/complaints. The policy is updated by the SLT and the inclusion team. This will be presented to Governors to ensure they agree the systems of behaviour.