

Behaviour Policy including Positive Handling

Updated: 24/04/2023

To be reviewed: annually or as Government advice is updated and changed

It is the right of every individual to feel appreciated.

Our Aim:

To establish a positive framework in which children can develop self-discipline, tolerance and respect for others, equipping them with the social skills necessary to become positive members of the society in which they find themselves now and in the future.

We will do this through:

- The development of self-esteem, courtesy and good manners
- Ensuring that children understand the need for behaviour appropriate to the circumstance
- Encourage children to take responsibility for their own actions
- The development of tolerance and respect
- Staff setting a good example of behaviour and positive role model

We aim to create and maintain an effective, positive and happy school and we work hard to achieve this through a whole-school approach towards raising self-esteem and establishing good behaviour. It is important that all parts of the school adopt the same approach and that children feel part of the whole-school policy.

What does being positive mean?

Children need appropriate boundaries so that they can begin to take responsibility for their own behaviour. We want to create a positive environment, which we do by the way we set those boundaries and the way we act towards children.

Positive communication and genuine verbal praise are of primary importance – Thorpe Hesley Primary School does not condone belittling or humiliating children. We endeavour to promote a range of practical strategies in relation to behaviour management within the school and these have been discussed with children and staff at all levels. These include:

- Rewarding good behaviour in many different ways, but always with honesty and integrity.
- Building children's self-esteem by praise, attention and approval. We aim to make every child feel valued.
- We aim to give as little attention as possible to negative behaviour. This does not mean to ignore it, however some behaviour can be attention seeking and therefore it is important to try and engage children in a positive manner where possible.
- We discuss the "behaviour" at all times, never the child. The behaviour is disappointing or unacceptable – not the child.
- Staff should be kind and respectful and act as a good role model. Staff should demonstrate to children *how* to listen to someone when they are talking, *how* to help them, *how* to encourage them. Staff should show a calm manner, be controlled and pleasant.
- It is key that staff are consistent – boundaries need to be reaffirmed but constant so as to set clear expectations and ensure that all children will be treated equally.



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Thorpe Hesley Primary School has a range of positive strategies to set expectations for behaviour such as Golden Rules and clear reward systems. These are detailed below.

Golden Rules:

These form the main thrust of our behaviour policy and must be upheld rigorously by every adult in school. They were written by the whole school staff at an INSET day in Sept 2014.

The Golden Rules were arrived at after discussion amongst all school staff, amalgamating the best of the Golden Rules from the two previous schools. Children agreed to all rules and rules are displayed in every classroom and in other key locations around school, including playgrounds. They are referred to regularly. They appear in two sets, one, an easier to understand format for younger pupils and a slightly more in depth model for older pupils which allows children access to the rules at any age or stage of development.

They are deliberately written in a positive way.

Thorpe Hesley Golden Rules

We are helpful and act kindly.

We always tell the truth.

We do not hurt each other physically, or emotionally.

We always strive to be the best we can be and work hard every day.

We care for, and look after, the school and our environment.

We listen well and don't interrupt.

We have respect for others and are polite and well mannered.

These rules are simplified for our children in EYFS and KS1, whilst maintaining the spirit of them. Children who break a Golden Rule at any time will have time deducted from their Golden Time activity. Children are taught through school about the golden rules and are encouraged to make positive behaviour choices relating to these. (*Further guidance on how the golden rules are managed is available in Appendix A*)

Losing Golden Time in KS1 and KS2

Every Friday, we have an allocated session where all teachers and some TAs run exciting and varied *recreational* activities to reward a week of good behaviour.

Children who have lost minutes will not be allowed to participate until the designated time has passed, only then may they join in the activities already in progress without causing any inconvenience when transitioning back into class.

Teachers must keep a thorough record of golden time lost each week and children who have lost minutes from their Golden Time, on Share Point, and after three weeks of losses within the half term, a letter will sent home to parents outlining the issue.

Within classes, teachers may implement their own ways of rewarding children, but these will be in addition to those stated, not in place of them and always in line with the requirements of this policy.

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Rewards in school

It is important for every child to receive regular, sincere praise and the strategies we use for this are:

- Verbal praise
- Positive praise stickers
- Golden Tickets for positive behaviour and good work (weekly draw for winner in class and termly draw in each building for a £5 note)
- Certificates in weekly assembly
- Weekly Star Certificates for a child in each class
- Notes on Twitter / Instagram
- Opportunities for responsibility

In addition, teachers may have other rewards specific to that class.

Modelling good behaviour:

Adults in school should avoid shouting as a regular method of control. Similarly, we must model an orderly, tidy environment, pleasant manners, tolerance and understanding of the differing needs of others. If we model it, we can expect to see it in our children.

Sanctions:

The loss of minutes from Golden Time is the main sanction in KS1 and KS2. It must be used effectively and it must be applied fairly and consistently across school. Children in KS1 will lose 2 minutes at a time and KS2 will lose 3 minute blocks for most rules but 5 minute blocks if they break the following two rules:

- **We do not hurt each other physically, or emotionally.**
- **We care for, and look after, the school and our environment.**

Report books and cards may be used in cases where teacher and head teacher deem it appropriate. In extreme occasions, a notebook between home and school can be used to keep parents informed about behaviour progress and signal to the child the working together of home and school. Within classes, teachers use a range of sanctions, dependent upon the offence, which may include exclusion from the classroom. Children are not placed outside the classroom to stand in the corridor, but on rare occasions a time-out of five minutes, with an adult, may be effective.

Involving other adults:

The adults in the class deal with the majority of behaviour issues relating to that class, through Golden Rules, the removal of minutes and a range of professional sanctions. However, at breaks and lunchtimes, adults on duty will be on watch for instances of breaking the Golden Rules. Breaking of rules must result in loss of minutes from Golden Time. ALL staff within school follows the same process and minutes of golden time are removed as deemed appropriate. However, children can earn this lost time back with subsequent exemplary behaviour; we want to instil in children that they can learn from their mistakes and rectify these.

There are some instances of poor behaviour that should always be reported to the headteacher:

- Bullying
- Racism
- Violence

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- Offensive and sexual language
- Vandalism
- Bringing any offensive weapon onto school premises

All of these will result in a letter or phone call to parents and may result, after investigation, in exclusion and formal action by the Governing Body.

Any other serious behaviour issue should also be reported to the head teacher.

All children within school can be excluded, including those children with special education needs and disabilities. Although there will often be special provision in place for these individuals, due to their identified needs, they must still follow the behaviour expectations implemented by school. The provision that is in place for these pupils will be documented in their individual education plans and supporting documents such as EHCPs (Education, Health and Care Plan) individual behaviour plans and hierarchies of support (updated termly/half termly). It is likely that these individuals will also have received and be receiving professional support from external agencies. This support may not be visible to people external to school and often this information cannot be shared due to confidentiality and GDPR.

In some instances, positive handling may be needed to deal with negative behaviour and to keep children safe. This can only be carried out by designated and trained members of staff and further guidance is available in the Positive Handling policy

“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”.

Expected behaviour at key points in the school day

Mornings:

Children are brought into school by teachers and must be settled in class before 9.00 when the register is taken. Children are expected not to dawdle in the cloakrooms but to go straight to class, whether that be within their own classroom (Infants) or along the corridor (Juniors). Children are aware of the routine when they go into class. Activities that are short term, or books around a theme, known as “Morning Work” are usually available and children settle to them straight away.

Playtimes:

Teachers dismiss their class at the appropriate time. The children must be strongly encouraged to walk in school, keeping to the left where traffic crosses and when exiting from the bottom cloakroom in the junior building, must use the correct side of the stairs. This is clearly labelled.

At the end of playtime, teachers go out to collect their children. The teacher should accompany the children to the cloakroom. Each teacher on duty blows a whistle for children to stand still. The second whistle tells children to line up in classes. At that point, the teachers lead their classes into school and ensure transition to class is completed appropriately and safely. Children should go straight into their classroom, where they will know from before break exactly what they need and will be ready for a good start.

At lunchtimes the same method applies. Available support staff will be on corridors to ensure that children walk in an orderly and safe way, leaving playtime voices and games outside.



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No names:

Following discussions with children a “No Names Policy” was introduced. Children agreed that any name used as abuse is offensive. It was decided by whole school discussion in classes and assembly that:

- ◆ Any child using any name in an abusive manner, aimed to offend or hurt, will lose minutes from the Friday ‘Golden Time’ session, which cannot be earned back.
- ◆ The name caller must report to the Head Teacher to tell her what has happened
- ◆ An apology will be offered to the offended person

Any form of humiliation will never be tolerated in this school.



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Appendix A Implementing Golden Rules

The rules are supported by Dining Room Staff, Teaching Assistants, caretaker and office staff.

Golden Rules are displayed in all classrooms and referred to frequently, on a daily basis. These are the only rules to be displayed as “The School Rules”, because children feel complete ownership of them and therefore subscribe to them.

Teachers need to use circle time to discuss rules and how to keep them, or build this into PSHCE lessons

Children may receive a verbal reminder in class about appropriate behaviour.

Following one reminder they are given a warning. The purpose of this is to remind them that they need to be responsible for their behaviour as there will be no further warnings. If there are no further episodes in that session, the warning is removed.

If any further comment has to be made about that child’s behaviour, sanctions are applied or time is deducted from the Golden Time session. If a child commits a severe misdemeanour (for example physical harm), time may be deducted immediately.

Children who lose time must discuss with the teacher how they can earn it back. It must be attainable, but not too easy – there must be scope for a real improvement, no matter how small, to be made.

The amount of time deducted should be dependent upon the rule broken. If more than one rule is broken the time applies to each rule.



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Thorpe Hesley Primary School Positive Handling Policy

Several members of staff have current Team Teach training. Only these staff are able carry out any Positive Handling.

We believe Positive Handling should be limited to emergency situations and used only in the last resort. It is only used in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property. Positive Handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful or in an emergency situation.

“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”.

What is positive handling?

Positive Handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

The proper use of Positive Handling requires skill and judgement, as well as knowledge of non-harmful methods of restraining. The decision to use Positive Handling as restrictive physical intervention must take account of the circumstances and be based on an assessment of the risks associated with the intervention compared with the risks of not employing a restrictive intervention. The physical intervention must also only employ a reasonable amount of force – that is the minimum force needed to avert injury or damage to property, or to prevent a breakdown in discipline – applied for the shortest period of time.

Risk Assessment

Although most children in our school will never require any form of Positive Handling, staff may have to deal with some children who exhibit disturbed, distressed and distressing behaviour.

It is therefore necessary to carry out risk assessment. We will attempt to reduce risk by managing:

- The environment
- Body language
- The way we talk
- The way we act

Procedures

In the event of Positive Handling having been used it is important to consider the strategies, which are deemed acceptable, and the recording procedures that should be in place.

Action Steps:

1. Tell the pupil who is misbehaving to stop and state possible consequences of failure to do so;
2. If possible summon other adults so that there are three people;
3. Continue to communicate with the pupil throughout the incident;
4. Make it clear that restraint will be removed as soon as it ceases to

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be necessary;

5. Appropriate follow-up action should be taken, which may include:

- Providing medical support
- Providing respite for those involved

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem.

Recording

Staff should record all incidents of restraint and report these to the Head Teacher.

Parents/carers should be contacted as soon as possible and the incident explained to them. This action should also be recorded on CPOMS. The method of restraint employed must use the **minimum force** for the **minimum time** and must observe the following requirements:

Restraint must NOT:

- Involve hitting the pupil;
- Involve deliberately inflicting pain on the pupil;
- Restrict the pupil's breathing;
- Involve contact with sexually sensitive areas.

During any incident the restrainer should:

- Offer verbal reassurance to the pupil;
- Cause the minimum level of restriction of movement;
- Reduce the danger of any accidental injury.

Physical intervention can take several forms. It might involve staff:

- Physically interposing between pupils;
- Involve blocking a pupil's path;
- Involve holding;
- Involve pushing;
- Involve pulling;
- Involve leading a pupil by the hand or arm;