



**Redscope
Primary
School**

Redscope Primary School

Behaviour Policy
(incorporating Physical Restraint)

“What is considered to be a disruptive behaviour is not always agreed upon by everyone. What must be agreed upon is that desirable behaviours are reinforced and used as a model for others.”

Last Updated September 2022

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1- Our Ethos

Redscope Primary School is a community where children and adults feel valued and respected. We recognise everyone is unique and should be treated fairly as an individual. We want to build up and foster a community where pupils feel safe and confident, where they are happy to learn and develop. We will not accept hurtful behaviours to others.

This policy is to promote behaviour in a positive way, through good relationships between staff and pupils. A mutually supportive, caring and purposeful atmosphere helps us achieve our aims.

- To create a warm, calm, orderly atmosphere that promotes a sense of community.
- To achieve a consistency of attitude and approach by staff that gives a sense of security and safety and clear expectations to pupils.
- To ensure consistent, effective management of behaviour across the school.
- To ensure that all members of the school community are aware of our values and that they are reflected in our behaviour.
- To promote the continual development of all staff and support new staff.
- To ensure that all governors, staff and pupils understand their roles and responsibilities within the school.
- To develop a partnership with parents/carers in the behaviour management of their child.

At Redscope Primary School, we are committed to

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

We believe that the needs of all children should be met in order to help them learn. Our commitment to emotion coaching and aspects of the Thrive approach is central to the ethos of our school. All children need clear rules and boundaries in order to feel safe. They need praise and encouragement to feel special and need to have their basic human needs met. These core values are the foundation of our relationships with the children in our school. All children can become distressed and as adults, our job is to help them manage their feelings. Adults in our school are expected to contain, attune to, calm and soothe distressed children and validate their feelings.

In school, some children have particular development needs and often might have trouble managing their feelings. These children will have group or individual action plans, specific behaviour plans and may be withdrawn for mentor support. These vulnerable children are the responsibility of everyone and should be met with compassion and clarity.

2- Promoting Positive Behaviour

We consider it is important that praise and rewards should have a considerable emphasis within school and pupils will thus achieve recognition for a positive contribution to school life. The attention of our school should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently challenging. It is expected that good standards of behaviour will be encouraged through the consistent application of our school values supported by a balanced contribution of rewards and consequences within a constructive school ethos. It is important to develop and maintain consistency in the application of our reward system. It is also important that the pupils themselves become accountable for management of their own behaviour. At our school, children are actively involved in the creation of the classroom expectations to ensure that everyone is following the simple school rule of "To be the best that we can be, we need to be in the right place at the right time, doing the right thing." This rule is displayed in every classroom and in communal areas around school. (see Appendix One-Redscope School Rule)

Aims

- To reward desired behaviours through positive acknowledgement.
- To ensure consistency between staff and pupils in rewarding behaviour tangibly.
- To maintain a consistent pattern of rewards, which are known, understood and agreed by all.

Conditions for promoting good behaviour

School should

- Create an environment in which learners feel valued, cared for and safe.
- Provide lessons in which teachers show pupils respect, offer interesting activities and make learning fun.
- Differentiate activities and cater for different learning styles.
- Promote confidence, independence and self-esteem.
- Provide consistency of expectations.
- Celebrate success and achievement.
- Provide effective support systems for children, staff and parents.
- Consistently reinforce values including respect for others, property and the environment; honesty; trust and fairness; tolerance and compassion.
- Enable children to develop self-respect and self-discipline.
- Seek children's opinions e.g. on class and school rules, rewards and sanctions, improvements to play areas etc.
- Encourage the wearing of uniform to create a sense of belonging.
- Provide responsibilities for pupils from an early age.

Curriculum

Many opportunities will be provided to enable pupils to develop values and a moral code. Collective worship and RE provide clear opportunities, but values are also reinforced through good teaching across the curriculum with a particular emphasis on the school's learning behaviour words in all lessons (see Appendix Two- School Vision Statement and Learning Words). Personal and Social Education is vital in providing children with the skills to relate to others.

Rewards

Positive reinforcement throughout the school is a whole school focus which will include British values and SMSC (Spiritual, Moral, Social and Cultural Development). It is essential to recognise and reward good behaviour – the following strategies will be used

Redscope Early Years and Foundation Stage

- Verbal praise
- Smiles and other non-verbal praise.
- Reinforcing and over-praising the positive.
- Stickers, treats
- Certificate at the end of the week
- Inform parents about good/improved behaviour
- Class Dojo
- Twitter posts
- Headteacher awards

Years 1 - 6

- Verbal praise.
- Smiles and other non-verbal praise.
- 'Caught being good'.
- Text messages/emails used for praise and reporting to parents.
- House point system with house teams.
- Team challenges for team rewards eg special visit/treat
- Stickers and treats
- Certificates in special assembly.
- Class recognition board for whole class achievements.
- Twitter posts
- 'Star pupil' boards in classroom
- Doing special jobs for staff.
- Positive postcards home.
- Headteacher awards

3- Unacceptable Behaviour

Redscope Primary School believes that positive reinforcement is the most effective way of encouraging appropriate behaviour. However, there are occasions when it is in the best interest of the pupil to apply consequences to the behaviour. Staff will make sure pupils are aware that their behaviour is unacceptable and that the behaviour is within their control before a consequence is given. The sanction applied will match the seriousness of the offences. Sanctions will be fairly and consistently applied and whole group sanctions for the activities of certain individuals will be avoided.

For the purpose of this policy, the school defines “**serious unacceptable behaviour**” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

For the purpose of this policy, the school defines “**low-level unacceptable behaviour**” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

“Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour, e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

Consequences

The following consequences are applied consistently by staff in an attempt to correct undesirable behaviour. (See Appendix Three – Redscope Consequences)

- Non-verbal signals as a reminder of behaviour expectations.
- Verbal warnings within the classroom as a reminder of behaviour expectations
- Thinking chair (as appropriate in Foundation Stage)
- Time out with classroom support staff outside of the classroom
- Thinking time at break time.
- Thinking time at lunch time.
- Being sent to the house manager for reflection time and logging of the incident.
- Internal reflection time monitored by support staff on a 1-1 basis.
- Letter or phone call home to parents/carer.
- For the duty of care to pupils and staff, pupils may be removed as a last resort to a quiet/safer area using “Team Teach” approved escorts and holds.
- Children put on behaviour reports to monitor behaviour and triggers
- Individualised behaviour plans and rewards systems for children with specific needs.
- Informal/formal meetings with parents to discuss behaviour and strategies.
- Fixed term exclusion.
- Permanent exclusion.

Any violent or threatening behaviour or possession of an offensive weapon on site will not be tolerated by the school and may result in exclusion. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion. As a school, we follow the local authority procedures, policy and paperwork in relation to school exclusions.

4- The use of Positive Physical Intervention

This section of the policy is based upon Education and Inspections Act 2006 (and should be read in conjunction with Rotherham MBC Positive Behaviour Management Policy (January 2009). The policy has been prepared for the guidance of all teaching and support staff who come into contact with pupils within the school to explain the school's arrangements for care and control.

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

- Committing any offence.
- Causing personal injury to, or damage to the property of, any person (including the pupil himself).
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

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

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

Team Teach at Redscope Primary School

Team Teach is a holistic approach that promotes 95% de-escalation and 5% positive restrictive physical techniques that are effective with challenging behaviour. A huge emphasis is placed on preventing and de-escalating situations and behaviours using the "Help Script" see Appendix 1A, before physical intervention becomes necessary, (**the last resort**).

However, "Team Teach" does recognise that there will be times when staff are left with no other option than to step in and use positive restrictive physical interventions.

All staff at Redscope Primary School are committed to "Team Teach" and we ensure that all key staff are trained in the intermediate techniques.

Any risk associated with physical intervention is covered in great depth during initial and refresher training. While Team Teach techniques seek to avoid injury to all pupils, it is possible that bruising or scratching may occur accidentally. These are not to be seen necessarily as a failure of professional technique but a possible side effect of ensuring that all pupils remain safe.

Positive handling plans and Behaviour Management Programmes

When classroom management is not effective in dealing with incidents of inappropriate behaviour, it may be necessary to write a behaviour management programme/ handling plan.

Our SENCo is responsible for writing the plans in consultation with the class teachers and parents/carers. The programmes include behaviour at present, possible triggers, how to manage the environment and clear instructions on how to intervene. The handling plan provides clear guidance on which positive handling technique should be used and which techniques should be avoided.

The class teacher, parent, member of the senior management team, pupil (where appropriate) will sign the plan and programme. It will be reviewed every term. A copy of each plan is then shared with all staff on the school staff share system and on our staff noticeboard in the staffroom. Any supply or unfamiliar staff will be given the opportunity to read relevant plans. (See Appendix Four for examples of plans and programmes)

Recording of incidents of Positive Handling

When incidents of positive handling occur it should be recorded on CPOMS and then in the green bound and numbered book which is found in the staffroom. The book and page number should be implemented within the recording of CPOMS. Once the incident form is completed, it should be signed by a member of SLT. All documentation should be completed within twenty four hours of an incident.

After any crisis, pupils will be offered a repair and reflection process by the member of staff involved and parents will be informed of any incidents that have required positive intervention.

Responding to Complaints and Allegations

Parents/carers and children/young people have a right to complain about actions taken by school staff. This might include the use of force. The complaints policy is available on the school website. If a specific allegation of abuse is made against a member of staff, the school will follow the guidance set out by Safeguarding Policies and documentation and Safer Recruitment in Education.

The SENCo

- Oversee the implementation and review of behaviour programmes, handling plans and risk assessments.
- Monitor and evaluate the effectiveness of the behaviour policy
- Support staff in dealing with behaviour issues
- Co-ordinate Team Teach training for staff
- Monitor, evaluate and report all incidents and positive handling records.

Searching

From September 2010, the power to search pupils without their consent has been extended to include, alcohol, illegal drugs and stolen property (prohibited items).

Reasonable force may be used by the searcher where resistance is expected. School staff may judge it more appropriate to call the police or if they have one, their safer school partnership (SSP) officer.

Our local authority strongly advises we do not search pupils who resist.

Incidents of bullying and racial abuse are always taken seriously and are dealt with according to school and LA policy. (See separate policies).

Important Definitions

- **Seclusion** involves forcing a person to remain alone in a room or building by locking them in against their will. Without a court order it would be difficult to justify other than in an extreme emergency.
- **Time out** is a planned intervention for a child /young person to leave the classroom.
- **Withdrawal** allows a child to leave a classroom if they feel they are in crisis.

This policy will be reviewed annually by the Headteacher, SENCo, Senior Leadership Team and Governing Body.

Next review date- September 2022



To be the best that we can be,
we need to be in the
right place at the right time,
doing the **right thing.**

Appendix Two



Redscope Consequences

1.

You are in the right place, at the right time, doing the right thing and are a true Redscope learner.

Keep it up!



2.

You need a verbal warning as a reminder about your behaviour. Make the right choices.



3.

Your behaviour has not improved and you are given time out to think carefully about your actions. Any lost learning time will need to be made up.



4.

Your behaviour is affecting the learning of others and you are asked to go to your house manager for reflection time. Your teacher will contact your parent to inform them and you will miss some break/lunch time as a further sanction.




5.

If your behaviour does not improve, you will be sent to Mrs Bradbury or Mrs Walpole. Your parents will be asked to come into school to work with you.

Make the right choices.

Appendix Three



To be the best that we can be

**Redscope
Primary
School**

Redscope Vision Statement

Everyone is a learner at Redscope. We approach learning with a positive attitude and strive to meet all challenges. We take pride in everything that we do so that we can achieve our full potential. We are ambitious to achieve high standards in all areas of the curriculum and we celebrate successful learning wherever it takes place. We aim to be reflective and resilient learners who collaborate to be the best that we can be.

At Redscope we develop the skills to become independent Lifelong learners in a happy, safe and nurturing environment. We enjoy our exciting and enriching curriculum and we aim to develop respect for our local and wider communities by building positive relationships. Everyone is caring, thoughtful and helpful. We take our rights and responsibilities seriously for ourselves, our school and each other.



To be the best that we can be
Redscope
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ambitious. enjoy resilience
pride responsibilities high standards
Redscope school caring lifelong positive success
happy helpful skills building respect strive developing positive attitude community
safe collaborate independent enriching **achieve** relationships potential
nurturing **learner** reflective
'to be the best that we can be'

Appendix Four



Redscope Behaviour Plan

Pupil name:

Class:

Year Group:

Date of birth:

Medical conditions/needs:

Date plan starts:

Staff working with the pupil:

Date of next review:

Challenging behaviour

What does it look like?

What triggers it?

Targets

What are we working towards?

How do we get there?

Strategies for positive behaviour

How do we maintain positive behavior?

Early warning signs

How do we prevent an incident?

How to respond (reminders, alternative environment)?

Reactive strategies

How do we diffuse the situation?

- *What to do and what not to do*
- *Phrases to use*
- *Calming techniques*

At what stage should another member of staff be informed? Who should this be?

Support after an incident

How do we help the pupil reflect and learn from the incident?

Is there anything that staff can learn about working with this pupil?

Agreement:

Parent name

Staff name

Parent signature

Staff signature

Date

Date