



# Vallis First School Behaviour Policy



## THE FROME APPROACH

The Frome Learning Partnership (FLP) aims to develop positive relationships for learning within all schools and to develop a common approach and greater consistency to managing behaviour as well as being better able to intervene early and meet individual children's needs.

The beliefs that underpin "The Frome Approach" are based on the following values:

- Behaviour is the responsibility of everyone working within the FLP
- Behaviour is a response to life experiences and their effects
- Early parenting experiences have a huge impact on how well children can manage at school
- Children can be functioning at a much younger age emotionally than their chronological age
- Children respond to the school environments and their peers; adults at school need to help them to make the right choices about their behaviour

In addition to this, four areas of development have been identified which underpin the FLP Approach.

- Early intervention/clear referral pathways
- Alternative curriculum opportunities
- Improving the exchange of information on vulnerable children at all transition points
- Training of all FLP staff on current education theory and principles with a particular focus on Attachment and Trauma

### ***Expectations***

<b><i>Staff</i></b>	<b><i>Children</i></b>	<b><i>Parents</i></b>
<ul style="list-style-type: none"> <li>➤ To treat children with respect</li> <li>➤ To know their children and know their names</li> <li>➤ To have high expectations of themselves and the children</li> <li>➤ To model good behaviour</li> <li>➤ To teach and promote social and emotional aspects of learning</li> <li>➤ To investigate incidents carefully and promptly listening to both sides</li> <li>➤ To ensure the classroom and other areas of the school provide a safe and attractive learning environment.</li> <li>➤ To prepare lessons carefully to meet the needs and abilities of all children</li> <li>➤ To apply rewards and sanctions consistently and fairly</li> <li>➤ To work with families and other agencies to ensure children's needs are met</li> <li>➤ To work with other Frome schools to ensure smooth transition</li> </ul>	<ul style="list-style-type: none"> <li>➤ To treat adults and other children with respect</li> <li>➤ To work hard in class and allow others to work</li> <li>➤ To obey the agreed class and golden rules</li> <li>➤ To look after other children in the school</li> <li>➤ To report bullying or any accident or incident</li> <li>➤ To look after the school equipment</li> </ul>	<ul style="list-style-type: none"> <li>➤ To ensure their child arrives in good time and with the correct clothing and equipment</li> <li>➤ To ensure that on school days children have had a good night's sleep and preferably a good breakfast</li> <li>➤ To support their children in completing their homework</li> <li>➤ To treat school staff and other school families with respect</li> <li>➤ To model good behaviour to their children particularly around the school site</li> <li>➤ To respect the school and class rules</li> <li>➤ To notify the school of their child's needs</li> </ul>

**At Vallis First School we consistently look for positive behaviours; we respond to children with calmness and non-judgemental kindness and have clear, shared boundaries.**

<p align="center"><b>Visible adult consistencies</b></p> <p>1. First attention to best conduct</p> <p>2. Consistent routines</p> <p>3. Calm communication</p>	<p>At Vallis we look for children who follow the <b><u>Golden Rules.</u></b></p> <ol style="list-style-type: none"> <li>1. Do be gentle. Don't hurt anybody.</li> <li>2. Do be kind and helpful. Don't hurt people's feelings.</li> <li>3. Do work hard. Don't waste time.</li> <li>4. Do listen. Don't interrupt.</li> <li>5. Do look after property. Don't waste or damage things.</li> </ol>	<p align="center"><b>Rewards</b></p> <p>At Vallis children will be recognised and celebrated in the following ways:</p> <p>Recognition in class          Shared with parents          Phase Leader recognition          Celebration Assembly          Powerful Learners Book          Headteacher stickers          Class reward systems          Golden Time/Children</p> <p align="center">★ ★ ★ ★ ★ ★</p>
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At Vallis we are ready to learn, respectful of each other and safe at all times.

**Supporting Positive Behaviours**

For the majority of children, the rewards, consistent high expectations, ethos of the school and praise supports them in showing good behaviours and making good choices. Some children need support with this and appropriate behaviour plans are put in place. All children are supported in making good choices through our PSHE curriculum. It was agreed that consequences are more effective if the pupil understands the reason/s. All staff are asked to ensure that this is the case. Consequences need to reflect the seriousness of the behaviour. Pupils, staff and parents need to be aware of the responses to behaviour and when the consequences are serious. The table below indicates appropriate responses. Where pupils are removed from the classroom, this is to enable the pupil to calm down and focus on a positive activity and for the remaining pupils to continue their lesson without further interruption.

<b>Behaviour Type</b>	<b>Consequence</b>	<b>Who is involved</b>
<p>Non-contact irritating (affecting others) e.g. calling out, making noises, chatting to friends at inappropriate times.</p> <p>'Contact-irritating' e.g. fiddling with hair, poking</p>	<ol style="list-style-type: none"> <li>1. Reminder of Golden Rules.</li> <li>2. If repeated, then warning and a reminder of the consequence.</li> <li>3. If repeated again - consequence :</li> </ol> <p><b>Reception:</b> Brief thinking time near or with an adult.</p> <p><b>KS1:</b> Move name from green. Child given a reminder/warning.</p>	<p>Child and teacher. Parents involved if behavior persistent.</p>

	<b>KS2:</b> Name recorded privately	
<p>Repetition of behaviours described above.</p> <p>Intentional contact, showing aggression e.g. hitting, kicking, spitting, name calling, exclusive behaviours.</p>	<p>In <b>KS1</b> they miss 5 minutes of Golden Time on Friday. Time out in another class – Phase Leader.</p> <p>In <b>KS2</b>, if the child's name is noted 3 times, they miss all of Golden time on Friday.</p>	<p>Class teacher informed if incident happens at playtime or lunchtime.</p> <p>If necessary, parents of both parties notified and assured that the situation has been dealt with.</p> <p>Parents and Senior Leadership Team member/Headteacher involved if situation ongoing or injury to victim.</p>

If poor choices means a loss of some Golden Time on a Friday, the children can, by making good choices, earn this time back.

<p>Defiance</p> <p>Persistent refusal after being asked to carry out instructions or complete work</p>	<p>Time out in another class or with senior staff – Phase Leader, Assistant Head or Headteacher.</p>	<p>Class teacher and parents initially. If on-going, then Headteacher and SENCO</p>
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<p><b><u>Lunchtimes</u></b></p> <p>Any behaviours that do not follow our Golden Rules.</p>	<ol style="list-style-type: none"> <li>1. Reminder of Golden Rules.</li> <li>2. If repeated, then warning and a reminder of the consequence.</li> <li>3. If repeated again - consequence : Time sat out from play.</li> <li>4. If poor choices continue to be made, they are to be sent in to the Lunchtime Support Teacher.</li> </ol>	<p>MDSA's and Lunchtime Support Teachers.</p> <p>Class teachers to be informed.</p>
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**RESTORATIVE APPROACHES - SUMMARY**

When pupils make a mistake, they will be supported to learn about the consequences for other people and to think about how to put things right. Restorative Approaches provide tools whereby a pupil who has made a poor choice becomes accountable to those he/she has harmed. The aim is to facilitate communication and dialogue, which restores and promotes reconciliation.

Restorative approaches are underpinned by;

**Respect** – listening to all members of the school community

**Responsibility** – enabling and encouraging people to take responsibility for their actions

**Reparation** – Seeking opportunities to repair the harm that has been caused

**Re-integration** – applying a robust response, which is also a learning process. The aim being to solve the problem while allowing young people to remain included and involved in education

When a member of staff is dealing with an incident, they can do so in a way that promotes these principles.

Wherever possible, inappropriate behaviour will be dealt with restoratively. The restorative approach is based on

**6 key questions, which constitute a ‘restorative enquiry’.**

By using these questions, you will facilitate a restorative approach to resolving conflict

What happened?

What were people thinking?

How did this make people feel?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

These questions are designed to assist pupils to better understand the connection between their thoughts, feelings and actions. A restorative enquiry can challenge the pupil to be aware of the effects of his or her actions on others and provide an opportunity to put things right.

Pupils may be brought together by a member of staff for a **restorative discussion** in an attempt to resolve the situation. Classes may be led in a **restorative class conference**.

**Vallis Powerful Learners**

We are seeking to encourage good learning behaviours and we use four characters to help the children to understand what good learning behaviours look like. These are:

- Being a Tough Tortoise and not giving up
- Being a Team Ant and working well together
- Being a Wise Owl and solving problems
- Being a Sensible Squirrel and making good use of resources.

These learning behaviours are used throughout the school and are celebrated in a Friday Assembly.

**Physical Intervention**

**Vallis First School has adopted the Model Policy recommended by Somerset County Council.**

**This policy is placed within the Behaviour and Discipline Policy and it is part of a graded response. It also connects to, and should be consistent with, policies on Health and Safety, Child Protection and Safeguarding, Equality and Special Educational Needs.**

**1. INTRODUCTION**

In Vallis First School we believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils only will the use of physical intervention be needed, and, on such occasions, acceptable forms of intervention are used. Physical Intervention is used only after other strategies have been tried or when the safety of adults or children is being compromised.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

The majority of the school staff are trained using TEAMTEACH and have an understanding of what challenging behaviours might be communicating. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

## **2. DEFINITION OF “RESTRICTIVE PHYSICAL INTERVENTION”**

The Law allows for teachers and other persons authorised by the Headteacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following:-

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school.

“Restrictive Physical Intervention” is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to, in specific circumstances, use “reasonable force” to control or restrain pupils. There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

The definition of physical force also includes the use of mechanical devices (eg. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

## **3. WHEN THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS MAY BE APPROPRIATE IN VALLIS FIRST SCHOOL**

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a **last resort**. However there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain

pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

### **The majority of staff are trained and authorised to use Physical Intervention.**

We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

### **Names of Authorised staff – see front of Record of restraint incidents**

## **4. PLANNING FOR THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS IN VALLIS FIRST SCHOOL**

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the intervention are as follows:-

- Restrictive Physical Intervention is an act of care and control, not punishment.
- staff will only use it when there are good grounds for believing that immediate action is necessary and in the pupil's and/or other pupil's best interests
- staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion, and the pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour
- only the minimum force necessary will be used to prevent severe distress, injury, or damage
- staff will be able to show that the intervention used was in keeping with the incident
- every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- as soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- a distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- the age, understanding, and competence of the individual pupil will always be taken into account

- in developing Positive Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstance including special educational needs and disabilities.
- procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

## 5. ACCEPTABLE FORMS OF INTERVENTION IN VALLIS FIRST SCHOOL

- There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:
  - ❑ to comfort a pupil in distress (so long as this is appropriate to their age);
  - ❑ to gently direct a pupil;
  - ❑ for curricular reasons (for example in PE, Drama etc);
  - ❑ in an emergency to avert danger to the pupil or pupils;
  - ❑ in rare circumstances, when Restrictive Physical Intervention is warranted.
- In all situations where physical contact between staff and pupils takes place, staff must consider the following:
  - ❑ the pupil's age and level of understanding;
  - ❑ the pupil's individual characteristics and history;
  - ❑ the location where the contact takes place (it should not take place in private without others present).

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular pupil. [Should a pupil appear to **enjoy** physical contact this must not be sought via Restrictive Physical Intervention.]

## 6. DEVELOPING A POSITIVE BEHAVIOUR PLAN IN VALLIS FIRST SCHOOL

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Positive Behaviour Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include:-

- ❑ involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- ❑ a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- ❑ preventative strategies as a record of risk reduction options that have been examined and discounted at review, as well as those used
- ❑ managing the pupil, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used
- ❑ identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- ❑ ensuring a system to summon additional support

## **7. GUIDANCE AND TRAINING FOR STAFF**

Guidance and training is essential in this area. We need to adopt the best possible practice. In Vallis First School this is arranged at a number of levels including:-

- awareness for governors, staff and parents,
- behaviour management for pertinent staff
- managing conflict in challenging situations - pertinent staff
- specific training on Restrictive Physical Intervention techniques –the majority of staff staff, ie. TEAMTEACH

## **8. COMPLAINTS AND DISCLAIMER**

"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". (George Matthews - Team Teach Director).

It is intended that by adopting this policy and keeping parents and governors informed we can avoid the need for complaints. All disputes which arise about the use of force by a member of staff will be dealt with according to Child Protection and Safeguarding policies. Please refer to Somerset Policy on the use of Restrictive Physical Interventions.

**Reviewed: April 2021 by all Teachers**

**Next Review: April 2023**