

Forest Glade Primary School



Behaviour and Physical Intervention Policy

Rewards in the classroom / Whole School

Every teacher follows a whole school system of house points, stickers and certificates for praising good behaviour and doing the right thing, which stems from our whole school Golden Rules. Every week the children who have earned the most house points in each class receive a rosette which is displayed in the school hall.

Forest Glade Golden Rules

We are kind and gentle	We don't hurt others
We are kind and helpful	We don't hurt anybody's feelings
We listen	We don't interrupt
We are honest	We don't cover up the truth
We work hard	We don't waste our own or others' time
We look after property	We don't waste or damage things

At Forest Glade we have a set of Golden Rules which underpin the way we are **all** expected to behave at our school. These are our moral values. They are displayed outside (on the wall) and inside around the school. They encourage every child to be the best they can be everyday and to develop a life long attitude to learning.

Rewards/Consequences for Following/Not Following the Golden Rules

There is a chart in every class in the school (see picture). Every day, the children begin on the green star. As the day progresses, they all have the opportunity to move upwards by following our golden rules, making positive choices and trying their very best. Throughout the day, the children may move onto bronze, silver and then gold. Any child who reaches gold by the end of the day earns a golden slip. These slips are collected up throughout the term.

Most children won't reach gold each day. It will only be the children who have made a real effort to go 'above and beyond'. The more times a child reaches gold, the more golden slips they will collect. At the end of each half term, we will randomly choose some of the golden slips from across the school (drawn out like raffle tickets) and the winners will each receive a prize. The more golden slips they have collected, the better their chances of winning. We think it is important to keep rewarding the children who try hard, always follow the rules and strive to be the best that they can.

As well as moving up the charts every day, children can be moved downwards if they do not follow our rules, make bad choices and display unacceptable behaviour. As they move downwards, they will be given opportunities to make amends, to rethink their choices and to improve their behaviour.

If they do not take these opportunities to make better choices, they will receive a 'red card', meaning they miss their next break time. These children will be spoken to by the Head of School or another senior leader and they will be encouraged to make better choices in future to improve their behaviour at school.



Children who are given a red card will miss their next break time and will be encouraged to reflect on their behaviour and to find positive ways to improve. These children will be supervised appropriately in both wet and dry break times.

- On receipt of the first red card the pupil has a responsibility to tell their parent and or carer.
- On receipt of the second the parent is rung by the teacher and the parent may be invited into school to discuss the issue.
- On receipt of the third red card, the parent is informed and the pupil is then closely monitored with an appropriate chart focusing on ways to improve. Parents are shown the chart after school and invited to support in partnership for their child.
- Red cards are monitored and types of behaviour that continuously cause problems are focused on from evidence gathered and become staff areas for Continuing Professional Development.



An immediate red card can be given (without any warnings) for the following behaviours:

Bad language, spitting, physical aggression, deliberate damage, disrespectful behaviour or any other deliberate and serious breach of the school rules.

RED CARDS are used to monitor the behaviour of children not keeping the Golden Rules. The Head Teacher will discuss with children their frequency in receiving a red card and contact parents appropriate to the circumstances.

Positive Reinforcements and Rewards

It is essential that appropriate behaviour is constantly praised and brought to the attention of the children. In other words Catch Them Being Good (CTBG)! Children should be praised for the desired behaviour immediately to show that we have noticed and appreciate their effort.

The following actions may be effective in reinforcing desired behaviour (used in school)

- Smiles
- Handshakes
- Thumbs up
- Applause from the class
- Verbal praise

Rewards

All of the following may be considered suitable as rewards:

Whole School Rewards

House Points

Team Points within a classroom system of reward

Golden Book Certificates

Stickers-Head/dinner staff / staff

Certificates for all children

Head Teacher Award

Individual/ Classroom Rewards

Table Points/ team points/traffic light points

Prize box –weekly

Golden Time- reading three times per week with 'grown up'

Special Helper/ responsibility rewards/ Star of the Day

Extra playtime or games

Jobs and responsibilities

Individual sticker chart

Writing in individual organisers and diaries

Happy note

Money chart

Special Chair

Stickers

Lunchtimes – (see lunchtime policy)

Children who choose not to follow the Golden Rules are spoken to by dinner staff.

Children who need to receive an instant consequence to their actions at lunchtime can be requested to stand at the fence or on the red line (sometimes without a warning) where they can be seen clearly before they are invited to discuss what happened.

Severe Disruptive Behaviour

This is defined as behaviour such as:

- Biting, lying, spitting, name calling, excessive teasing, kicking, fighting, swearing, tantrums and total disobedience.

Any child that is involved in this kind of behaviour immediately misses their whole break-time and if necessary receives time out. If there is a pattern of this kind of behaviour, the Head of School will be informed, a letter will be sent home and the child's parents will be invited to discuss the matter with the Head of School. The behaviour of this child will then be monitored and in some cases a Behaviour Support Plan (BSP) may be put in place. A Behaviour Support Plan is worked out with the pupil, teacher and if appropriate a parent to support the pupil to improve their behaviour through an agreed small steps plan. It may include a report book which parents will agree to use during this time in partnership with the school.

Persistent Poor Behaviour

We anticipate that most children will respond to the Golden Rules. However, if a child constantly disobeys school rules then the following procedures are to be used.

1. As mentioned previously, a report book is created for the child. This will be completed daily and will be passed between the class teacher and parents. It will be monitored by the Head of School or another senior leader.

If this is not effective:

2. The child will be isolated from their class for a period of up to three days.
3. If poor behaviour still persists then fixed term and permanent exclusions may have to be used.

Involving Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

School rules are explained in the school prospectus and we encourage parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we aim to inform parents immediately if we have concerns about their child's welfare or behaviour.

Parents are able to come in and see their child's class teacher and or the Head of School when they have concerns.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

Physical Intervention Policy

(Use of Reasonable Force)

At Forest Glade Primary School we aim to provide a safe, caring and friendly environment for all our pupils to allow them learn effectively, improve their life chances and help them maximise their potential.

We take the safety of our pupils and staff very seriously. We believe that all pupils and staff have the right to be and feel safe whilst at school.

This policy should be read in conjunction with:
Behaviour and physical intervention policy (of which it is part)
Safeguarding, welfare of children and child protection policy

Policy Development

This policy was formulated in consultation with the school community with input/comments from members of staff, governors, parents/carers, and pupils.

Pupils contributed to the development of the policy through discussion on bullying and questionnaires.

Parents were encouraged to contribute through incidental discussion at coffee mornings and questionnaires.

This policy is also written in line with Nottinghamshire County Council's policy on the same subject, entitled 'Keeping Classrooms Safe for Learning and Teaching'.

Minimising the Need to Use Reasonable Force

Forest Glade is firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use the Social and Emotional Aspects of Learning (SEAL) curriculum to explore and strengthen emotional responses to situations.

We will only use force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff involved will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment.

Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.

Staff Authorised to Use Reasonable Force

Under Section 93 of the Education and Inspection Act (2006) the head teacher of our school is empowered to authorise those members of her staff who are enabled to use reasonable force.

At Forest Glade Primary School the head teacher has empowered the following members of staff to use reasonable force:

- Teachers who have current CRB training will be using these skills in any event where they are required. Procedures are in place to call these staff together to support each other with identified pupils.
- Other members of staff have the power to use reasonable force if a circumstance should arise in which immediate action should be taken where they have no choice but to prevent serious consequences happening to a pupil. (see below)

Deciding Whether to Use Reasonable Force

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or,
- 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.

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
- whether the consequences of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a non-physical way was low;
- the age, size, gender, developmental maturity of the persons involved.

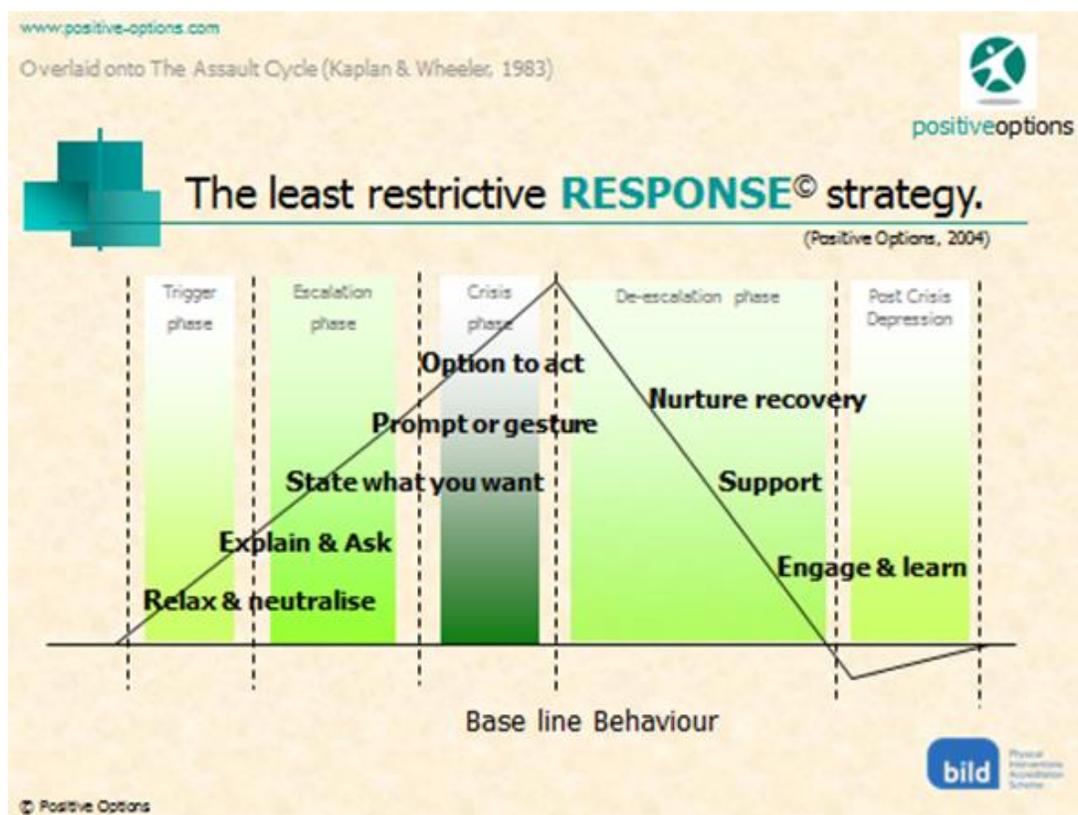
Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific pupils who can present risks to themselves and others. This may include information about SEN, personal circumstance and temporary upset.

Using Reasonable Force

When using force members of staff should only use the minimum amount of force required in achieving the required outcome.

Staff should also use force within the context of existing good practice in non-physical skills and techniques, such as in the RESPONSE[©] Strategy:



Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Also staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

Staff training

Staff at Forest Glade Primary School, who have been identified as needing training in this area, have had access to Physical intervention and CRB training through the County Council co-ordinator who delivers nationally accredited courses.

These courses provide participants with a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour.

Nottinghamshire County Council has adopted the CRB training model, and as such is an 'Approved Training Centre' for Positive Options Ltd, which is a BILD (British Institute of Learning Disability) accredited training programme.

Staff who receive this training will be accredited to use the physical elements of CRB for a defined period as stated on their certificate. Staff will be expected to attend a refresher course to update their skills and renew their certification every 12-15 months.

Recording and Reporting Incidents

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, *significant* incidents where a member of staff has used force on a pupil. The record must be made as soon as practicable after the incident. (Forms in black files in each classroom)

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account:

- an incident where unreasonable use of force is used on a pupil would always be a significant incident;
- any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) would be significant;
- the use of a restraint technique is significant;
- any incident where a child was very distressed (though clearly not overreacting) would be significant.

In determining whether incidents are significant, schools should consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the pupil or member of staff.

Staff will also bear in mind the age of the child, any special education need or disability or other social factors which might be relevant.

Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them before the end of the day.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

Forest Glade Primary School will use the Nottinghamshire County Council electronic health and safety recording system 'WellWorker'. This system enables members of staff to report, using a standardised format, any significant incident where force has been used, or any incident where violence to staff has occurred or been threatened. Staff can access well worker via the school office.

Post-incident support

Following the use of physical intervention staff and pupils will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

Complaints and allegations

We will also make clear to pupils that they have a right, and are able, to question/ complain about the use of reasonable force.

We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns.

Complaints and allegations will be taken seriously and procedures are addressed in our Complaints Policy.