



**Good Shepherd Catholic  
Primary & Nursery School**

**POSITIVE BEHAVIOUR  
&  
POSITIVE HANDLING POLICY**

Reviewed February 2017  
Next review February 2019

## Aims

***At Good Shepherd School we value all our pupils and recognise that they are individuals who have the potential to succeed. We have high expectations for behaviour and learning and promote learning through adopting an inclusive approach where we aim to meet all pupils' needs. Christ's teachings underpin our values and ethos and our expectation is that everyone behaves and is treated with respect and consideration.***

***We achieve this by:***

- ❖ Providing a forum where everyone's views are considered and valued
- ❖ Promoting the personal and social development of all pupils
- ❖ Nurturing all individuals to be reflective and taken on responsibility for their actions
- ❖ Encouraging self-discipline and personal qualities of a high standard
- ❖ Supporting pupils to achieve a high level of self esteem, which has an impact on self discipline
- ❖ Maintaining positive attitudes towards behaviour in order to establish an ethos of mutual respect and shared values
- ❖ Acknowledging the importance of partnership between staff, parents and pupils in maintaining high levels of behaviour for all
- ❖ Being fair and consistent in all aspects of school life
- ❖ Being respectful and considerate in our actions and words.

**Our Golden rules promote respect and consideration and children are reminded and encouraged to follow our rules, which are:**

- 1. Always be polite and listen to others**
- 2. Be honest**
- 3. Always do the best you can**
- 4. If you cannot say something nice do not say anything at all**
- 5. Take care of your own and other people's belongings**
- 6. Keep your hands and feet to yourself**

**At Good Shepherd we recognise that positive behaviour can impact on pupil attainment and wellbeing. To this end we acknowledge and celebrate positive behaviour with:**

- ❖ Verbal praise
- ❖ Awarding of House Points,
- ❖ Awarding of Teacher and Headteacher stickers
- ❖ Certificates
- ❖ Text messages and letters sent home to parents
- ❖ Public recognition via the newsletter

## To promote positive behaviour

- All children will be asked to support and uphold the Golden rules and follow the Acceptable Behaviour Code (ABC) which outlines the behaviour we expect at Good Shepherd School
  - An individual or class target sheet/book will be issued where a child or children exhibits unacceptable behaviour
  - Children are encouraged to keep the "Golden Rules", which are displayed throughout the school, and re-visited at school assemblies
- Children misbehaving or not displaying positive learning behaviour will be given up to three warnings. Following the third warning, a pupil may be sent to another class with work to complete. This is to allow them time out to reflect. They are then invited back to class and asked to reflect on their actions and given the opportunity to make a fresh start. If behaviour continues, parents are involved and agreed actions implemented.
- Should a child misbehave habitually, a record will be kept in the class incident book, or individual book, recording facts of the incident and the steps taken to resolve the situation

- Where behaviour is causing concern, parents will have regular meetings with staff and if necessary the Headteacher or member of an SLT will be involved. Discussions of meetings will be recorded and actions implemented to support positive outcomes. Parents are involved in all steps to improve behaviour.
- Where it is felt that children will benefit, a Behaviour Support will be requested to assist. The self-esteem and self-discipline of our pupils affects their behaviour within and outside school. We expect a high standard of behaviour from our pupils at all times.
- In extreme cases, a child may be excluded from school.

### **Examples of Unacceptable Behaviour at Good Shepherd School:**

Noisy and boisterous behaviour  
 Inattention/persistent talking in class  
 Unwillingness to co-operate with staff  
 Lack of care for school books and equipment  
 Causing damage to school or pupil property  
 Truancy  
 Displaying uncontrolled aggression; including swearing, kicking etc.  
 Displaying controlled premeditated aggression  
 Bullying in any form  
 Drug-related incident  
 Racist or sectarian incident

### **An outline of sanctions employed by staff:**

Non-verbal cues – silences, waiting for child  
 Saying pupil's name  
 Verbal reminders – I don't like that behaviour because .....  
 Reference to Golden rules and acknowledgement of positive behaviour  
 Three warnings  
 Time out in another class following the third warning  
 Temporary loss of privileges. (On the understanding they may be regained with positive behaviour)  
 Movement away from group or activity  
 Loss of break time  
 Referral to Headteacher or member of the SLT  
 Informal meeting with Class Teacher and Parents  
 Formal meeting with Headteacher (or member of the SLT) and Parents

### **To ensure consistency in managing behaviour staff should use the suggested graduated procedure for sanctions**

1. Non-verbal cues – silences, waiting for child
2. Verbal rebuke – I don't like your behaviour because... (refer to Golden Rules)
3. Movement away from group or activity
4. Supervised 'time out' to another area
5. Loss of break time
6. Teacher to meet with parents
7. Referred to member of SLT (Option to meet with parents)
8. Referred to Head Teacher (Option to meet with parents)

In exceptional circumstances some of these steps may be skipped.

### **Exclusion Policy**

Exclusion is an extreme measure and will only be administered by the Headteacher or the Deputy Head, or a senior member of staff in the absence of the Head and Deputy. The decision to exclude a Pupil will not be taken lightly and staff will work with the Pupil and his / her parents to resolve behaviour issues before they reach an unacceptable level.

Exclusions will only take place where:

- (a) There has been a serious breach of the School's Behaviour Policy; and / or
- (b) Allowing the Pupil to remain in school would seriously harm the education or welfare of the Pupil or others in the School.

All exclusions will be handled in accordance with the law on exclusions, having regard to guidance provided by the Secretary of State.

External exclusions will normally be of a short, fixed-term nature, (1-3 days). Occasionally a longer period of fixed-term external exclusion may be necessary. Permanent exclusion will only be used as a last resort. Parents of excluded Pupils will have the right of appeal to an impartial appeals panel and may seek representative support from the Local Authority. The Headteacher will report exclusions on a termly basis to Governors. They will review all permanent exclusions and all short term exclusions extending to 15 school days in any term or where a Pupil is likely to miss a public test. A return to school meeting will be held prior to a Pupil's return to school and a Pastoral Support Plan established as appropriate.

## **POSITIVE HANDLING POLICY**

### **Definitions of Positive Handling**

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Risk assessment identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

### **Health and Safety of Staff**

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety. Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' plans have a duty to report these to the Headteacher / Deputy Headteacher immediately, as there may be an impact on their own safety and that of colleagues and/or pupils. This information will be shared on the staff notice board.

### **Use of Physical Handling**

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required.

At Good Shepherd School, we acknowledge that physical techniques are only a small part of a whole setting approach to behaviour management.

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it at Good Shepherd School the following points must be noted:

- ❖ Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.
- ❖ A minimum of two members of staff must be present at all times during a serious incident.

- ❖ The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- ❖ Staff would be expected to follow the pupil's IEP / Risk Assessment in the first instance to manage an incident/challenging behaviour
- ❖ Only if all of the above have been tried and are unsuccessful should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.

All the techniques used take account of a young person's;

- ❖ gender
- ❖ level of physical, emotional and intellectual development s
- ❖ special needs
- ❖ social context
- ❖ behavioural support plans

There should be a gradual, graded system of response.

### **Minimising the Need to Use Force**

We constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with persistent challenging behaviour are assigned a mentor who will work in partnership with the Inclusion Manager and class teacher, in supporting the IEP and associated behaviour targets.

Pupils who have issues relating to sensory dysfunction or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or programmes to help them to manage this.

Through the PSHE curriculum pupils learn about feelings and managing conflict, where this is appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force.

Prevention of unsafe behaviour will be enabled through:

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- Exploring pupils' preferences relating to the way/s in which they are managed
- Staff employ 'defusion' techniques to avert escalation of behaviour into violence or aggression

## **Physical Contact**

Situations in which proper physical contact occurs between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact, as long as this is within public view, sensitively carried out and age/person-appropriate.

## **Physical Intervention**

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.

This technique cannot be emphasised enough and in the hands of a skilful practitioner, many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to “defuse” a situation by a timely intervention.

## **Types of Incident**

The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories:

- ❖ Where action is necessary in self-defence or because there is an imminent risk of injury.
- ❖ Where there is a developing risk of injury, or significant damage to property.
- ❖ Where a pupil is behaving in a way that is compromising good order or discipline.
- ❖ Examples of situations which fall within one of the first two categories, are:
  - ❖ A pupil attacks a member of staff, or another pupil
  - ❖ Pupils are fighting
  - ❖ A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
  - ❖ A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
  - ❖ A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others
  - ❖ A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).
- ❖ Examples of situations which fall into the third category are:
  - ❖ A pupil persistently refuses to obey an order to leave a classroom
  - ❖ A pupil is behaving in a way that is seriously disrupting a lesson.

## **Authorised Staff**

All teachers, staff and the Headteacher are authorised to have control or charge of pupils automatically, they have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance ‘The Use of Reasonable Force to Control and Restrain Pupils’ and guidance from the **DFE April 2012**.

Supply staff must ensure that they are familiar with this school's behaviour and positive handling policy. Any incidents must be reported to the appropriate staff and a supply teacher must refer problems to a member of SLT. All such occurrences should be addressed and subsequently recorded.

Authorisation is not given to supply staff, volunteers, students on placement, visitors or parents as they will not have control of pupils who may present with challenging behaviour, but will be supervised and supported.

As teaching and non-teaching staff work 'in loco parentis' and have a 'Duty of Care' towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Every effort will be made to ensure that all staff in this school:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
- (ii) Are provided with appropriate training to deal with these difficult situations.

### **Positive Handling training**

It is the responsibility of the Headteacher to ensure that training in the use of positive handling is available to staff and is kept up to date. The school provides training for all authorised staff and the Headteacher retains a list of all those staff trained. The list is reviewed on an annual basis.

No member of staff will be expected to use positive handling techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Identified school staff working directly with pupils will be trained and will be expected to be able to actively support each other, and pupils, if an incident occurs and a child needs physical intervention to keep themselves and/or others safe.

However, if staff are unable to support physically they are expected to support with de-escalation.

Staff must be aware that they are responsible for:

1. assessing risks related to individual circumstances which may arise in the course of their day-to-day duties and
2. Making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.
3. Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document

### **Physical Control / Restraint / Restrictive Physical intervention**

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded on the Positive Handling Form. If anyone is injured an accident/incident report must also be completed. Records of incidents must be given to the Headteacher/Deputy Head or a member of the SLT should the HT not be available. This should be done as soon as possible, and by the end of the school day at the latest.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint. Restraint is defined as the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person's free movement.

### **Trained members of staff at Good Shepherd School**

The following current members of staff have been trained in December 2016, to use positive handling techniques within Good Shepherd Catholic Primary and Nursery School. Training will be updated regularly as required government guidelines.

Teacher	Learning Support Staff
Mrs L Fernandes (HT)	Mr Oke (Learning Mentor)
Miss M Milmoe (DHT)	Mr Bashford (HLTA)
Ms Townsley (AHT)	Miss Sharkey (TA)
Miss Hart (Class Teacher)	

Staff members will be trained annually according to the needs of the child or children.

Positive Handling describes a range of strategies to be used to diffuse a challenging situation where a pupil may need support in a crisis. It may be used if a pupil is displaying behaviour that potentially puts themselves or others at risk of physical or emotional harm.

It will be used as a final resort once all the other appropriate strategies have been used.

### **Staff Support Following Incidents**

Any member of staff or pupil at the school involved in or witnessing a serious incident involving the use of physical hold, may require additional support following the incident. Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary. When recording an incident, staff should describe the situation in as much detail as possible using the bullet points as a GUIDE.

- Date, Day, Time, Place
- Weather
- Persons present
- Feelings /Emotions ( of child and adult)
- Conversation
- Furniture position
- Build up to Incident
- Pre-dynamic
- Risk Assessment
- Decision made to act/not to act
- Positive handling techniques used

### **After the use of a restrictive physical intervention**

After the use of an unplanned restrictive physical intervention, the following steps will be taken:

- Details of the incident will be recorded by all adults involved immediately on the positive handling incident report form
- Recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal school procedures.
- The Headteacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the Headteacher will follow the school's child protection procedures and also inform parents/carers.
- Parents/carers will be informed by the Headteacher/SENCO on the day of the incident. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions.