

## **Behaviour Policy (incorporating Physical Control and Restraint guidance)**

**This policy has been agreed and adopted by the Governing Body.**

**Date: 22/11/2016**

**Signed by Chair of Governors: Daniel Brown**

### **Policy review period 3 years:**

Reviewed: Summer 2016

Next review: Summer 2019

### **Documents consulted**

- Education & Inspections Act 2006 Section 89 & 93
- Equality Act 2010
- Behaviour & Discipline in Schools Ofsted 2014
- Use of Reasonable Force July 2013 (DFE 00295-2013)

### **Related policies or documents:**

- Safeguarding Policy
- Health & Safety Policy
- Equality, diversity and community cohesion

**Policy storage:** Holmewood google drive & policy folder

### **Inclusion Statement:**

We are committed to ensuring that children and families, staff and job applicants, visitors and partners do not experience discrimination. We are committed to promoting equality, celebrating diversity and working together for community cohesion. To achieve this everybody involved in Holmewood and Triangle Nursery Schools and Treehouse Children's Centre will have access and opportunity irrespective of race, ethnicity, culture, religion, belief, home language, family background, learning difficulties or disabilities, ability, gender (including gender reassignment), sexual orientation, marital or civil partnership status and age.

Any occasions where discrimination is expressed or experienced will be appropriately challenged.

### **Our Aims:**

- That everyone at Holmewood and Triangle Nursery Schools and Treehouse Children's Centre should feel safe, healthy, secure and enjoy emotional well-being in order to achieve.
- That the nursery schools and children's centre are safe and happy environments where all families, children, staff and visitors feel enabled to enjoy the school and children's centre free from any behaviour that injures, discriminates or offends.

- To ensure that all individuals are able to learn, teach, work and visit the school in an atmosphere where they feel respected and valued.
- To ensure that all behaviour that injures, discriminates and offends is dealt with through consistent strategies that challenges the offender and supports the offended.
- To enable all individuals to have the opportunity to develop to their full potential within the school/centre in a context of justice, fairness and mutual respect.
- That all children and adults show respect for themselves, others, and the environment.
- That everyone learns to take responsibility for their actions.
- That behaviour strategies are understood and shared by staff and parents, and that the strategies are continuously reviewed to ensure they are effective. Staff will share new knowledge gained on training days given by experts such as Bill Rogers, Giles Barrow etc.

### **Positive Behaviour:**

- The emphasis is placed on praising good behaviour, and this is task specific praise e.g. "well done for hanging up your coat..." etc. All children should receive positive attention every day. Research has shown that a gentle touch on the shoulder, for example, reinforces these messages.
- There is a positive climate of celebrating success and achievement, where every child's different learning styles, strengths and talents are acknowledged and valued.
- Emotional intelligence is encouraged, by involving children in dispute resolution and decision-making. Staff are offered training and guidance in order to facilitate this.
- Parents/carers are supported along with the children through workshops, the induction process and the key person system, which enables closer more familiar relationships to evolve. The child and parents will often share particular concerns with the key person initially. A range of activities and procedures such as group time, Support Plans, Education, Health and Care Plans, Home/School books, visual and auditory cues, puppets, props, role models, and grouping the children, are used to enable all to understand the expectations and consequences of their behaviour. Staff will endeavour to focus on the primary behaviour, ignoring secondary behaviour as far as possible, continuing to articulate to the child what they have done which is unacceptable. All staff will be alerted to specific strategies that relate to individual children and have been discussed with the parents/carers. Strategies are continuously reviewed.
- There are clear objectives and incentives, and everyone is clear about where and who to go to if they experience difficulties and problems. Poor attendance is followed up by the to raise early awareness of any issues. Tensions and disputes will be handled promptly and sensitively.
- Staff will use active listening techniques, remaining open, approachable and accessible. The tone of voice should convey understanding and acceptance. Children are given time, love, acceptance, respect and encouragement to express themselves. There is an underlying belief that all can behave appropriately when given the right support. The child's feelings are acknowledged as valid and reflected back e.g. "it sounds like you are feeling sad, angry etc.", enabling the child to name their feelings and to problem-solve. A child may be encouraged to

express their anger in an appropriate way such as tearing up paper or punching a cushion.

- Children are given the freedom in a safe environment to experiment and to make mistakes.
- We have high expectations and set clear boundaries. This gives a sense of security, and the behaviour needing to change is stated in a neutral and non-judgemental way e.g. "you are sitting on the table..."
- Therapeutic experiences such as music therapy and the sensory room are used, and the child may be offered a quiet time for reflection, small group work or one to one support. Advice may be sought from a professional such as the Educational Psychologist or Music Therapist.
- We support the victim of any incident by empowering them to tell the perpetrator what they don't like and to say "Stop!" Incidents are recorded and monitored when appropriate. Children are encouraged "to make things right" after a dispute and are supported to negotiate an acceptable outcome.
- The School has a set of principles based on behaviour that we wish to see practised throughout the school, by children and adults alike including; respect for Holmewood property and other people's property; not to hurt anyone physically - no kicking, pushing, hitting; not to hurt anyone emotionally; respecting each other's feelings - no name calling; being polite - respond to the person who is talking to you and call them by their name; to follow instructions and to walk inside school.
- Children will become aware of these principles through day-to-day life in school and supported to understand why this behaviour is important. Expectations of behaviour will be consistent throughout the school.
- In the event that unacceptable behaviour persists, then parents/carers will be asked to attend a meeting with the Key person or member of the Senior Leadership Team to agree strategies and sanctions. In no circumstances will corporal punishment or any threat of corporal punishment be tolerated. (It is a legal requirement that this is stated clearly in our policy.)

### **Use of Force to Control or Restrain Pupils**

The objectives for using force to control or restrain children are to maintain safety, and to prevent serious damage.

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent children (including visiting children) from causing injury to themselves or others, damage to property, or prejudicing the maintenance of good order and discipline at school or on a school visit.

"Reasonable force" depends on the circumstances of individual cases, and the degree should be the minimum required to achieve the desired result, and not for trivial misbehaviour. Staff should also take account of any SEN or disability, and be mindful of the Equality Act 2010, i.e. not to treat disabled pupils less favourably, and to take reasonable steps to avoid putting disabled pupils at a disadvantage.

Note that the power to act embedded in Section 93 is **in addition to common law power to use reasonable force in self-defence, or to prevent another from being injured or committing a criminal offence.**

Steps are taken to avoid situations which might trigger challenging behaviour, (therefore minimising the need to use force); ABC charts may be used (appendix 1) to understand

and pre-empt any difficulties in behaviour and to assist in developing a strategy in partnership with parents to support the child. Strategy plans would include positive handling and de-escalation techniques, which are shared with the staff.

Children are also encouraged to communicate their feelings using their own communication styles e.g. non-verbally. Preventative measures, such as creating a calm, orderly, supportive atmosphere, minimises the risk and threat of aggression, and there is a whole school/centre approach along with training in a social and emotional focus to positive behaviour. Staff are enabled to effectively manage individual incidents in a calm and non-threatening way.

Physical restraint could consist of merely blocking, or leading a child in a supportive way, one hand guiding them by holding their elbow (not by the wrist), the other around their trunk or shoulders. You may also consider ushering a child away by a hand gently but firmly in the centre of the back. If a child is lashing out it may be preferable to move others away from the situation rather than move the child. Staff are instructed to take care not to appear to act out of anger or frustration, but to speak calmly to the child at all times with fore-warnings of consequences.

Any significant incidents will be recorded on a complaint/incident record and log of action form\* and parents informed; parents sign and date the entry. Emotional support should be given both to the child and to the staff involved. Parents should be involved in strategies for support (Behaviour Strategy Plan). Referrals can be made to outside agencies such as CAMHS.

**\*Complaint / incident record and log of action Template located on google drive:**

**APPENDIX 1**

**Holmewood Nursery School & Tree House Children's Centre**

A.B.C. Chart

<b>Date</b>	<b>Antecedents</b> When did it happen? Where? Who else was involved?	<b>Behaviour</b> What did the child actually do?	<b>Consequences</b> What happened afterwards? What did you do?

**APPENDIX 1**

**Holmewood & Triangle Nursery Schools' & Tree House Children's Centre**

**A B C Chart**

<b>Name:</b>	<b>Date:</b>
<b>Antecedents</b> When did it happen? Where? Who else was involved?	
<b>Behaviour</b> What did the child actually do?	
<b>Consequences</b> What happened afterwards? What did you do?	