

The Willows 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”.

Ratified..... Ann Gyte, Chair of Governors
Date: November 2018
Reviewed: November 2019

Behaviour Policy

The Willows 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.

The Principles

This policy is to promote behaviour in a positive way, through good relationships between staff and students. 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 students.
- 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.

Promoting Good Student Behaviour

At the Willows 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.

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.

Rewards

Positive reinforcement throughout the school is supported by a school credit system which is differentiated between lower and upper school.

All pupils are able to collect one credit a day for achieving their individual PSD/behaviour target. Lower school are able to choose a prize, once they have received enough stickers in their books they can collect their chosen gift. Upper school use a reward system that is graded into bronze, silver, gold and platinum, once pupils have completed their chart they can swap them for prizes that fit within the category.

Our school focus this academic year is around Emotional Intelligence. All pupils are able to receive one credit throughout the day for recognising specific emotions.

Unacceptable Behaviour

The Willows 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 a consequence for inappropriate 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.

Consequences

The following consequences are applied consistently by staff in an attempt to correct undesirable behaviour.

- Time out in the quiet room supported by staff.
- Time out with the pupil support team in room six.
- Break time detention.
- Lunch time detention.
- Numerous detentions will trigger a point system report.
- Score four or below in the report, then the pupil will automatically go into internal exclusion monitored by the pupil support team.
- 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 the quiet room using "Team Teach" approved 'escorts and holds'.
- Last resort fixed term exclusion.

CONSEQUENCES GIVEN ARE BASED ON THE INDIVIDUAL

The use of "Positive Physical Intervention" to manage physically challenging behaviour at The Willows

The person responsible for the policy is the Head teacher. The policy will be reviewed annually by the Head teacher, Pupil Support Team and the Governing Body.

The policy is based upon Education and Inspections Act 2006 (part 7). Which replaced the earlier guidance including circular 10/98, "The use of Force to Control or Restrain child/young persons" and came into force on 1st April 2012. The policy 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 with in the school to explain the school's arrangements for care and control. A statement about "Team Teach" is made to parents in the school prospectus.

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 "The Willows"

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 one, 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 the Willows are committed to "Team Teach" and we ensure that all staff are trained in the intermediate techniques. Newly appointed staff are trained within a six week period.

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.

At the Willows we have two Team Teach tutors, both advanced trainers. They provide the two day initial training as well as the one day refresher course.

The Behaviour Governor Mrs Anne Gyte is familiar with the Team Teach strategies.

All our parents are informed through the prospectus and transition visits.

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 and a handling plan.

The Pupil Support Team is responsible for writing the plans in consultation with the class teachers. 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 and a member from the pupil support team 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 intranet. Any supply or unfamiliar staff will be given the opportunity to read all plans. [See Appendix 2 and 3 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 all classrooms. [See Appendix 4]. 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 SMT or Team Teach Tutor. 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.

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 form is available on the Willows website. If a specific allegation of abuse is made against a member of staff then the school will follow the guidance set out by Safeguarding Children and Safer Recruitment in Education.

Any member of staff failing to follow the Team Teach guidelines will be investigated and the appropriate action will be taken.

The Pupil Support Team/Team Teach Instructors

- Oversee the implementation and review of behaviour programmes, handling plans and risk assessments
- Maintain a central record of training.
- 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.

See Appendix 5 for authorised named person.

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

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 and written 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.

Clare Hodgkinson: Pupil Support Team Manager

Date: November 2018

Appendix 1

Help Script

Childs Name

I can see that you're upset

I am here to help

You talk I'll listen

Come with me



The Willows School

Headteacher: Mrs Rachael Booth
Locksley Drive, Thurcroft, Rotherham, South Yorkshire S66 9NT
Tel. 01709 542539 Fax. 01709 703198
e-mail: thewillows@rotherham.school
www.thewillows.rotherham.sch.uk



Appendix 2

Behaviour Management Programme

Date

Aims

..... needs to be able to comply with staff's instructions without going into crisis and leaving the lesson.

Description of behaviour at present

During last term behaviour continued to remain very challenging, due to this behaviour was put on a bespoke timetable. The majority of lessons were delivered in room six by his 1:1. This wasn't 100% successful. as now re-joined his class and is following the curriculum.

Over the past three weeks behaviour has improved. He still continues to struggle at the start of the day, arriving at school with chewing gum and not wearing the correct uniform. He also continues to refuse to follow instructions in some of his lessons and will often walk out. needs lots of positive verbal praise and encouragement to get him to re-join his lessons and complete the work. Ifdoes refuse to go back into lessons then staff need to call Pupil Support Team. If behaviour continues to deteriorate then he needs guiding to a quiet room because his behaviour can be very volatile and aggressive towards staff.

Possible Triggers

Science

Food Technology

P.E

Home life

He can sometimes feel unfairly treated.

Management of the environment

Set clear boundaries and expectations.

Remove from the situation.

The Pupil support team need to put in one to one support in certain lessons.

If starts to damage property he needs a warning to stop and then staff need to escort him to a quiet room as a duty of care.

Management of her Behaviour

Behaviours we want to increase

..... needs to be able to ask a member of staff to leave the lesson for time out rather than absconding and refusing to come back into the lesson.

..... needs to be able to remain calm and listen to staff even if he feels unjustified due to his actions.

Re-active strategies

Use lots of verbal praise and reinforcement.

Let him know exactly what is expected of him.

Remove him from the situation.

Pro-active Strategies

..... is able to access the positive reinforcement credit system within school; this gives pupils the opportunity to collect credits for their individual PSD target which they can then swap for prizes.

He is able to use Listen Up; this gives pupils a voice by posting a complaints card which is addressed daily.

..... is able to access Woodland Schools every Monday afternoon. Positive Postcards are sent home.

Date of Review:

Agreed by:

Parent/carers.....

Teacher.....

Senior Management.....

Pupil Support Team.....



The Willows School

Headteacher: Mrs Rachael Booth
 Locksley Drive, Thurcroft, Rotherham, South Yorkshire S66 9NT
 Tel. 01709 542539 Fax. 01709 703198
 e-mail: thewillows@rotherham.school
www.thewillows.rotherham.sch.uk



Appendix 3 Positive Handling Plan

Pupil Name	Example		
School			
Triggers: (Describe common behaviours/situations which are known to have led to Positive Handling being required). Science English P.E Home life She can sometimes feel unfairly treated which causes			
Preferred Supportive and Intervention Strategies (Tick strategies that, where and when possible, should be attempted before positive handling techniques are used).			
Verbal advice and support	<input checked="" type="checkbox"/>	Distraction	
Reassurance	<input checked="" type="checkbox"/>	Time Out (As agreed with class teacher)	<input checked="" type="checkbox"/>
Choices		Change of Adult	<input checked="" type="checkbox"/>
Consequences	<input checked="" type="checkbox"/>	Humour	<input checked="" type="checkbox"/>
Planned Ignoring		Others :	
Medical conditions that should be taken into account before physically intervening e.g. (Asthma, Brittle Bones etc). None			
Preferred Strategies (Describe the preferred holds, sitting, ground, stating number of staff). 2 person single elbow to chairs 2 person, double elbow, escort			

<p>De-briefing process following incident. To be talked through by person or persons involved in the incident.</p>	
<p>Recording and Notification (Positive Handling Incident Book/Parents). To be recorded in Team Teach handling or incident book and inform parents.</p>	
<p>Pupils view of plan</p>	

Agreed by:

Pupil.....

Parent/guardian.....

Senior Management.....

Pupil Support Team.....

Date:

Review Date:

Appendix 4

Your Name	Name of Pupil	Date & Time	Location	Activity
Name of witnesses: Signature: 1. 2. 3				
Describe behaviour that led to handling:				
Consequences:(how was the situation resolved)				
Injuries:(to staff or pupil)				
Debrief:(was incident talked through with pupil and by whom)				
Justification for positive handling: Physical safety of the pupil is at risk Physical safety of another pupil is at risk Physical safety of a member of staff is at risk To prevent absconding To prevent disruption to other pupils To prevent or interrupt serious damage to property				
Tick which de-escalation strategies were tried before a hold became necessary:				
Calm Talking	Distraction	Time out	Change Adults	Remove from situation
Remove Others	Incentive to calm	Eye contact	Humour	Explain Consequences
Physical strategies used:				
Hold				
Duration				
Adults				
Was parent carer informed? Yes No				

Authorised Signature:

Senior Management:

Pupil Support Team:

Appendix 5

The named people who have permission to search pupils here at The Willows School are:

Mrs. Booth	Head Teacher
Mr. Atkinson	Deputy Head Teacher
Mr. Holmshaw	Head of lower school
Miss. James	Head of upper school
Mrs. Hodgkinson	Behaviour Practitioner
Ms. Lockyer	Behaviour Practitioner