



Templenewsam Halton Primary School Behaviour Policy

January 2023

Policy Statement



Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. Templenewsam Halton Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our staff show respect to all children and adults in school which is reciprocated. Our behaviour policy guides staff to teach self-discipline, promote positive behaviour as well as using restorative practices to correct disruptive behaviour. It echoes our core values with an emphasis on respectful behaviour, consistent routines and a partnership approach to managing poor conduct and interventions that support staff and learners.

Aims of the policy

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The primary aim of the Behaviour Policy is a means of promoting good relationships, so that children and staff can work together with the common purpose of helping everyone to learn. We expect all staff to present as good role models in our relationships with our children, other adults and each other. This policy aims to help children grow in a safe, secure environment, and to become positive, responsible and increasingly independent members of the school community.

At Templenewsam Halton Primary School we aim to meet our pupils' needs through:

- A culture where excellent behaviour is an expectation for all.
- Helping learners take control over their behaviour and be responsible for the impact of it.
- The provision of an appropriate learning curriculum with carefully planned learning opportunities including the development of social, emotional aspects of learning.

- Creating a safe environment, that promotes security through consistent routines and clear boundaries.
- Giving children the opportunity to reflect and change their behaviour.
- Acknowledging and addressing any inappropriate behaviours which may arise.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Positively reinforce behavioural expectations.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.
- To encourage children to reflect, change and improve their behaviour if needed.

Rewarding Positive Behaviour

Rewarding positive behaviour supports children to make the right choices:

- All staff are actively involved in consistently rewarding positive behaviour.
- Positive achievements and successes both in and out of school are celebrated and shared with parents/ carers and peers.
- Consistent rewards are used across the school.
- First attention should always go to good conduct.

Rewards at Templenewsam Halton

- Recognition boards (each have an individual name for their class) – Children are put on the recognition board for positive conduct relating to an objective set by the teacher.
- Thank you – For small everyday positive conduct. Thank you and a smile.
- Praise Pads – For every day above and beyond, Praise Pads are used and sent home with the children.
- Post Card Home – For exceptional conduct a post card home can be written and posted home.

- Behaviour badges and certificates awarded for positive behaviour and conduct.
- Weekly achievement assembly.

Whole School Rules

We are
Safe

We are
Motivated

We are
Respectful

Our school rules and behaviour system has been created in consultation with all staff, children and parents. The rules are modelled and used by all adults and children in school. Reminders across the school environment back up these rules.

Consistencies

We recognise the need for consistency in approaches to behaviour and strive to create certainty for learners and staff. Consistent routines, language, modelling and reinforcement gives children a clear picture of expectations.

<u>In class</u> <u>Routines</u>	<u>Around School</u>	<u>SEND</u>
<p><u>Welcome</u> Teacher to collect/welcome children. Fresh slate – set the tone for the learning. Classroom tidy, set up ready with easily accessible resources.</p>	<p><u>Walking around school</u> Walk on the left. Walking quietly. Regular pausing to check the line. Line up in alphabetical order.</p>	<p><u>SEMH needs shared with whole staff</u> All staff aware of behaviour strategies Personalised strategies in place for children Behaviour symbols used for identified children</p>
<p><u>Now Activities</u> Every minute matters! Relevant activities at the start of all transitions into the classroom Targeted questions</p>	<p><u>Shared areas</u> All bags and coats hung up. Kept tidy and conducive to learning. Adult to supervise all transition periods. Area kept ready for learning.</p>	<p><u>Reasonable adjustments in place</u> Word banks Visual timetables Now and next charts etc</p>
<p><u>First attention to good conduct</u> Proximal praise</p>	<p><u>Holding doors</u> Expected of all pupils and staff</p>	
<p><u>Gathering attention</u> Appropriate strategy to gather children's attention; tambourine, clapping etc</p>	<p><u>Leaving the room</u> Tables at a time, line up or other controlled release. Class monitors in place.</p>	
<p><u>Instructions</u> Clear and well ordered. Teacher to ensure all the class is listening before instructions. Example strategies to use; children repeating back instructions. Show me five, tell your partner what you have to do. Children will listen without things in their hands.</p>		

Sanctions & Classroom conduct

When behaviour falls short of the standard expected the following procedure will be consistently applied.



Conversation

Speak to the child and remind them of the school rule they are not following.



Follow up

Remind the child of the rule they are not following and what is expected of them (I need to see you...)



Short Time Out

Children given a short time out to reflect on their choices. This should be in the classroom where appropriate.



Short Reflection Time

Example, 2 to 5 minutes of break time missed. During this time children should reflect on their behaviour.



Reflection time

For persistent misconduct or significant breaches of the school rules immediate reflection time should be given. This should be carried out by a senior leader in school. Restorative questions will be asked to encourage the child to reflect on their behaviour choices. This can last as long as required. Parents and Carers will also be notified.

For behaviour deemed beyond the above process or repeated reflection times, the Senior Leadership Team will use their professional judgement to determine an appropriate course of action. These actions may include:

- Work in an alternative classroom or area of the school for an extended amount of time.
- Working away from the other pupils and supervised by a member of the Senior Leadership Team and / or the Learning Mentor Team.
- Phone call made to parents/carer to inform.
- Parent called into school for a meeting with a member of the Senior Leadership Team and class teacher where possible.
- Restricted break and lunch times (supervised 1:1 either at normal break times or an alternative time)

Restorative approaches

To help children take responsibility for their behaviour and to understand the impact of their behaviour on others, restorative questions will be used during reflection time. These questions can be seen in Appendix 1.

Personalised Approaches to Learning

Sometimes there may be incidents which are beyond the use of the above behaviour system. Disruptive behaviour may be a response to unmet needs and in such cases an individual and personalised approach will be adopted. These are shared with all staff to ensure consistency of approach including transition. Some children may have Individual Behaviour Plans which will not follow the flow chart above. To ensure that the behavioural needs of all students are met. When children require a personalised approach, they may require:

- An Individual Pupil Risk Assessment (IPRA) – which will be put in place if a child's behaviours are such that they could foreseeably result in harm, whether that be to the child themselves or others.
- An Individual Behaviour Plan (IBP) – that will be put together with the child and will set out SMART targets, how success will be monitored, rewards and sanctions.

At Templenewsam Halton all staff have responsibility for the care of pupils who are struggling to access learning. We recognise however, that at certain stages in a child or young person's school life they may struggle to access the typical provision offered because of their Social, Emotional and Mental Health needs. Even when the curriculum is reasonably adapted in line with best teaching and learning practice and the young person is appropriately supported within our usual systems, there are occasions when they will still struggle to access full time education. In these instances, the Head teacher may consider that a personalised timetable is an appropriate means of supporting the young person up until the point when they are better able to access full time education. Examples of when this is appropriate may include:

- At transition points – into or between settings.
- When the child or young person has repeated or prolonged episodes of crisis.
- When a risk assessment shows that their behaviour poses a significant health and safety risk to themselves, other students or staff which cannot be reasonably managed within the usual school day.
- When their behaviour causes repeated and significant disruption to the education of other students.

If the Head teacher considers a personalised timetable is appropriate, a clear plan for this should be completed. This plan and the reasons for it, will be communicated to parents and carers along with the arrangements for its regular review. The aim of a personalised timetable will always be to support the young person and staff members so that the child can return to full time education as soon as possible. The duration will, however, depend on the needs of the individual.

If a reduced timetable is put in place this will be agreed with the Chair of Governors, Red Kite, parents/carers and SENCO. The context and reasons it will benefit the child will be made clear and how the child will be supported to return to full time education.

Physical restraint (see separate policy and associated appendices)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort following other de-escalation techniques.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents and carers.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will be returned to parents rather than to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) code of practice 2015](#).

This policy should be read in conjunction with the following statutory policies which are available on the school website:

- Anti-Bullying Policy
- Safeguarding Policy
- SEND Policy
- Use of Reasonable force policy

Out of School behaviour

School have a duty to investigate misbehaviour of its pupils outside school (including notifying the police) when witnessed by a member of staff or reported to school when:

- Taking part in school organised or related activity
- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a pupil at Templenewsam Halton Primary School. In such instances the school's Positive Behaviour Management policy will be adhered to.

School will endeavour to support parents to deal with incidents taking place out of school that may have an impact on positive conduct in school (including online incidents)

Exclusions

All exclusions from Templenewsam Halton will follow the DfE guidance on Exclusion from maintained schools, academies and pupil referral units in England, September 2017 updated. For parent/ carers guide on exclusions then please refer to Annex C – A guide for parents/ carers on page 56.

Appendix 1 – Restorative Questions

In Key Stage 2 five should be enough. In Early Years and Key Stage 1, two or three questions is appropriate.

1. **What happened?** – Listen without disagreeing.
2. **What were you thinking at the time?** – Give the child a chance to reflect on what they did.
3. **What have you thought since?** – A chance to change attitude or make an apology.
4. **How did this make other people feel?** – A chance for children to show awareness of other people's feelings.
5. **Who has been affected?** – A chance to develop empathy and consider the feelings of other's.
6. **How have other children/people been affected?** – Encourage children to see the impact on others.
7. **What should we do to put things right?**
8. **How can we do things differently in the future?** – Forward thinking time.
9. **If you could go back and talk to yourself when this was happening what would you say?** – A chance to think rationally about a situation in which they may have acted irrationally.

Appendix 2- Use of Reasonable Force Policy

Templenewsam Halton Primary School

At Templenewsam Halton Primary School we strive to create an environment in which both children and adults feel happy, safe, secure and valued. We aim to ensure a whole school approach to behaviour known and understood by all staff, children, parents and outside agencies. The use of force upon any pupil by a member of staff is a serious matter, and should only be considered as a last resort. However, the law is clear and the Governing Board has a responsibility to all concerned, to support any member of staff who as a last resort uses reasonable force in accordance with the law, and with this policy.

What the law says:

Section 93 of the Education and Inspections Act 2011 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence
- Causing personal injury to themselves or another;
- Causing damage to property belonging to them or another, including the school;
- Any behaviour prejudicing the maintenance of good order and discipline in the school.

Definitions

- Reasonable force covers a broad range of actions from guiding a pupil to safety by the arm to more extreme circumstances such as restraint to prevent violence or injury. Reasonable means using no more force than is needed.
- Control means passive physical contact such as blocking a pupil's path; or active physical contact such as leading a child by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control.

Aims of the policy

- Provide clarification on the use of reasonable force in school;
- To enable staff to feel more informed and confident about the use of reasonable force when they believe it to be necessary;
- To make clear the responsibilities of Head teachers, senior staff and governing bodies in respect of this power;
- This policy is drawn from advice contained in the document 'Use of Reasonable Force – Advice for head teachers, staff and governing bodies' issued 2013 (and updated 2015) by the Department for Education (DFE);
- This policy further draws advice contained in the document 'Behaviour and discipline in schools – Advice for head teachers and school staff issued 2016 by the DFE;
- Provide guidance on how and when to use reasonable force to prevent pupils risking hurting themselves or others; from damaging property or from causing disorder.

Who can use reasonable force?

The staff to which this lawful power is granted are defined in the 2006 Education Act. Through this policy, the head teacher expressly gives authority to all staff who have control

or charge of pupils (including teaching staff, learning assistants, special needs assistants, midday assistants and supply staff) who work at Templenewsam Halton Primary School and have received the appropriate training.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The decision to physically intervene is down to the professional judgement of the staff member concerned and should depend on individual circumstances.

Examples of where reasonable force may be needed are to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Force **cannot** be used as a punishment – this is unlawful.

Using reasonable force

Before using force, staff should - where practicable, should use de-escalation techniques with the pupil. Care should be taken to avoid giving the impression that the member of staff is angry or frustrated, or are acting to punish the child. It should be made clear with calm language that as soon as the need for force ceases, it will stop.

Appropriate use of force will range from physical passive presence in between pupils, to blocking a pupil's path, ushering them by placing a hand in the centre of the back, leading them by the hand or arm, to in more extreme circumstances using appropriate restraining holds.

The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Where children refuse to follow instructions to leave the classroom, the use of reasonable force may be needed to take a child to a place of safety, such as the safe space room.

Whilst it is highly desirable that staff should avoid acting in any way which might reasonably be expected to cause an injury, in truly exceptional circumstances it is recognised that it may not always be possible to avoid. Any such injury caused will be properly investigated by the school and will require justification.

Training for staff

Physical intervention is an available option but is only to be used when other means of dealing with a situation have failed. All staff have a duty of care to intervene physically if required to keep children safe. A number of staff have Team Teach certificated training which is refreshed every three years to ensure they are up to date on the law and different

restraint techniques. All staff have a duty of care to intervene. Only team teach restraints may be used and for the least amount of time possible.

Use of a calming space

(From the Behaviour and discipline guidance 2016 (paragraphs 42 and 43) from the DFE)
The school has adopted a policy of allowing disruptive pupils to be placed in an area away from other pupils in a calming space for a limited period of time. The process for removing a child from class and supervising their stay in the calming space is explained in the child's individual provision map, individual behaviour plan and IPRA.

Recording incidents

Temple Newsam Halton will keep a record of each significant incident of the use of reasonable force to control and restrain using the form appended (see appendix 1). This will record staff present, incidents leading to the use of reasonable force, length of time in the safe space room and how the child was reintegrated into class. Whether or not an incident is significant will be a matter for the school to decide on a case by case basis.

Decisions will include the following considerations:

- 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, together with the effect on the pupil or member of staff;
- The effect on the pupil or member of staff;
- The child's age.

The purpose of recording is to ensure that policy guidelines are followed, to inform parents/carers, to inform future planning as part of school improvement processes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry.

Parents / carers will be informed of the incident by letter and also, face to face or by telephone.

The calming space or nurture room will be reported on a separate form and parent/carers informed.

Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Supervision

After physical intervention has been carried out it is acknowledged that this can also affect staff and can be traumatic for them to deal with individually. Supervision is carried out regularly with individual staff to ensure their mental health and well-being is being supported.

Complaints and allegations

If a complaint is made against a member of staff about the use of force the school will follow the guidance set out in Section Eight of the *Use of Reasonable Force: Advice for head teachers, staff and governing bodies* DfE Ref: DFE-00341-2014

Appendix 1

Physical Intervention Report 2022

Definition of RPI: The positive application of force to overcome rigorous resistance

Name of Child:			
Date:			Time:
Place:		Class / Year Group:	
Names of staff who performed the intervention:			
Names of witnesses:			
Reason for Intervention To prevent a pupil from or continuing to:			
Commit a criminal offence		Damage to property	
Injury to themselves or others		Behaviour prejudicial to maintaining good order and discipline	

Details of the incident/behaviour, including immediate lead up & de-brief:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

(Admin Only)

De-escalation Techniques Used

Verbal Advice & Support	Humour	Distraction / Diversion		
Reassurance	Options Offered/choices	Step Away		
Calm Talking	Time out Offered	Time out Directed	Time	<input type="text"/>
Non-Threatening Body Language	Other de-escalation techniques from pupils PBSP (Please specify)			
Change of Face				
One-person Techniques		Two-person Techniques		
	Specify		Small Child Escort/Seated:	
Bite Resp	<input type="text"/>	<input type="text"/> min <input type="text"/> secs	Specify: <input type="text"/>	<input type="text"/> min <input type="text"/> secs
Hair Resp	<input type="text"/>	<input type="text"/> min <input type="text"/> secs	Single Elbow	<input type="text"/> min <input type="text"/> secs
Neck Resp	<input type="text"/>	<input type="text"/> min <input type="text"/> secs	Single Elbow Seated (Chairs)	<input type="text"/> min <input type="text"/> secs
Caring C Guide	<input type="text"/>	<input type="text"/> min <input type="text"/> secs	Single Elbow Seated Floor (After Response to Dead Weight)	<input type="text"/> min <input type="text"/> secs
Double Elbow	<input type="text"/>	<input type="text"/> min <input type="text"/> secs	Figure of Four	<input type="text"/> min <input type="text"/> secs
Half-Shield	<input type="text"/>	<input type="text"/> min <input type="text"/> secs	Two Person Double Elbow	<input type="text"/> min <input type="text"/> secs
Other Technique Used (Specify with time of intervention):				
<input type="text"/>				
<input type="text"/> min <input type="text"/> secs				

Injuries (Pupil must be checked after the RPI) / Damage caused:

Child Checked by (Name of staff member who checked the pupil):		Injury to staff		Y	N
		CF50a Completed?		es	o
Referred to First Aider?	Ye s		N o		
Referred to GP	Taken to Hospital (Complete a hospital admissions form)				
Injury suffered by child	Yes	No	Damage to Property?	Y e s	N o
Specify:			Details of Damage Caused:		
<input type="text"/>			<input type="text"/>		
<input type="text"/>			<input type="text"/>		
<input type="text"/>			<input type="text"/>		

Notifications

SLT Informed		Contact with Parent/Guardian by Letter / Telephone / Note in Diary (please circle)
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Action Taken

Pupil remained in class		Returned pupil to class when calm	Moved to an alternate class	
Complete work missed		Exclusion	Referred to Police	
Other Sanction		Please specify:		
Staff Signature		Date		

Appendix 2

RESTRICTIVE INTERVENTION DEBRIEF

Date of incident:	Date of debrief:
Names of People at the Debrief:	
Findings of the debrief:	
Next Steps/actions	

Appendix 3

Physical Intervention Flowchart

