

Learning for Ourselves, Respect, We Can



Behaviour and Relationships Policy (Positive Handling) (Statutory)

Reviewer: Diane South

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Lyndhurst Infant School Behaviour and Relationships Policy – Sept 2022

(Positive Handling)

“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive.”

(Behaviour in Schools, September 2022, DfE)

This policy should be read alongside other policies which refer to managing behaviours ie Child Protection Policy (Child on Child sexual violence and sexual harassment), Attendance and Punctuality Policy, Recording Policy, Safe Internet Use

Purpose:

At Lyndhurst we aim to create a culture of high quality learning and behaviours. We believe that positive relationships are at the heart of a happy and inclusive school. Whilst the majority of children and families will require little support from the school, there will always be those children and families who require more, or specialist help and support during their time with us.

Inclusive Teaching and Learning is a statutory obligation:

- Teachers Standards – Standard 5 - ‘Adapt teaching to respond to the strengths and needs of all pupils’
- Early Careers Framework – Standard 5 – Adapt teaching
- SEND Code of Practice – Every teacher is responsible and accountable and that HQT (High Quality Teaching) is the first step in meeting needs
- KCSIE – all staff have a responsibility to provide a safe environment in which pupils can learn

At Lyndhurst we aim to create a climate of accountability and responsibility by:

- Welcoming everyone into a safe, secure and caring environment where children are encouraged to ‘have a go’ and make the most of their opportunities
- Encouraging everybody to value each other and make a positive contribution within the local and wider community
- Providing a creative, stimulating and enjoyable curriculum through which the children can progress and achieve
- Inspiring the children to develop skills for life in order to approach the future with confidence and independence
- Promoting high standards, including good attendance and punctuality
- Preventing any type of bullying

As a Rights Respecting School we take seriously a child’s right to learn and play in a safe environment. At Lyndhurst Infant School we believe that children learn best when:

- They are secure and happy

- They are excited about what they are learning
- They are given opportunities to investigate, explore and discover
- They are allowed to make choices, take risks and learn and build on consequences
- Their efforts are valued and recognised, both at home and at school
- They are well prepared for the school day and arrive on time
- They have good attendance
- Their rights to sleep, food and water have been met
- They can see that staff, parents and carers are working together
- They understand the next steps in their learning and know how to improve
- They are encouraged to be responsible, resilient and independent
- They have good attendance so there is consistency for the child
- They recognise that not getting something right is not failure – it is part of our Growth Mindset.

At Lyndhurst, we know that children who are happy and feel emotionally and physically secure are able to access learning successfully and are more likely to become positive members of the school community. In order for this to happen, children need to be able to recognise and manage their feelings through our school systems and norms, feel confident in themselves, develop positive relationships and have good interpersonal skills in order to understand their own and others needs and feelings. We aim to do this through our holistic approach to behaviour management, our 3 Core values, our RRS work, our Values work and assemblies, and through our PSHE curriculum. Staff at Lyndhurst are trained to develop the emotional well-being of all children through:

- Appropriate expectations
- Empathy and understanding
- Positive behaviour management and praise
- Encouraging self-awareness and self-esteem

Lyndhurst is an inclusive practice school and as such we believe that:

- Being 'fair' is not about children getting the same (equality) but about children getting what they need (equity). *This is in line with the 2014 Code of Practice of Special Educational Needs (SEN). The code also replaces 'Behaviour and Emotional Social Difficulties' (BESD) with 'Social, Emotional and Mental Health' (SEMH) difficulties.* This promotes the view that behaviour is the communication of an emotional need or state (whether conscious or unconscious) and we should respond accordingly.
 - Happiness should be viewed as an intervention
 - It is important to build a positive school culture and a climate that fosters connection, inclusion, respect and value for all. Success relies on developing positive relationships between staff, children and their parent/carers
 - It is important to recognise their feelings and acknowledge them fully, whilst helping them to overcome barriers and adopt coping strategies ie "I can see you are feeling cross/sad/worried..."
 - It is important to set and maintain clear boundaries and expectations around behaviours so that children feel safe. This includes predictable routines, expectations and responses to behaviour – high in both nurture and structure- modelled by all staff.
 - We should develop emotional literacy, resilience and self-regulation both within the everyday curriculum and as part of individualised support if needed. Not all behaviours are a matter

of 'choice' or within a child's control. For some children, using the language of good/bad choice will not be helpful. Some children will also find it difficult to know why they have done something. The adult should use simple language about feelings.

- Some children will find it difficult to say "sorry" but should be encouraged to make reparation to *show* that they are sorry.

Leadership and Management

Staff:

"All staff should communicate the school expectations, routines, values and standards...staff should consider the impact of their own behaviour on the school culture" (Behaviour in Schools September 2022)

- All staff will know and follow our policy and processes. They will be calm and consistent.
- Will never ignore/walk past poor behaviours and always praise good behaviours and achievements
- Use non-verbal and verbal cues
- Adopt a therapeutic approach and understand that all behaviour is communication. It is the adults' responsibility to make the child feel safe and to show understanding
- Know that behaviours cannot change if a child is stressed/anxious and that calming activities should not be viewed as a 'reward' but as part of our holistic approach
- Work with parent/carers and outside agencies in a positive way
- They will use positive language and use everything in their 'tool box' – remaining calm and in control
- Give clear expectations about behaviour including learning behaviour – remind children of our school/classroom rules, our Values and our RRS work.
- Ignore attention seeking as a strategy – catch them being good
- They will model positive behaviours and relationships. They will not talk about a child in front of others or raise their voice unless the child is in imminent danger.
- Positive Handling will only be used when a child is in crisis/danger or a danger to others
- PIP (praise in public) and RIP (reprimand in private)
- Know each child and respond appropriately, and provide early intervention or personalised plans.
- Encourage children to be safe, happy and ready to learn and never ignore poor behaviour choices.
- Staff will adopt our holistic approach to behaviour management and work with the child to restore expected behaviours
- Senior leaders will form part of our TEAM AROUND THE CHILD approach alongside other staff. They will be visible to the school community and support all those who need it. Their picture should be on the inside of the cupboard with all relevant information. Children needing support should be provided with photos of their 'team' for easy reference/to help calm. Children in crisis/danger will always be a priority. They will share and communicate any issues and behaviour plans as appropriate.

- Training and Reviews of Policies will take place annually or as necessary. This includes as a response to individual children's needs or as part of a role ie SSC TiC, SENDCo, Virtual School or as part of our CPD Matrix for training and Safeguarding training.

The role of Parent/carers:

- To support the school, parent/carers should get to know the behaviour policy and collaborate in enforcing the policy
- Schools should build positive relationships with parent/carers and keep them involved and updated about their child's behaviour and attendance

Recognising behaviour that is 'over and above'

- Reward as part of our class reward system
- Certificates in Friday assemblies
- Visits to key staff to reinforce/celebrate
- Post-Cards Home
- Stars of the Week/Recognition boards
- Feedback to parent/carers
- Phone calls home
- Displaying work
- Annual Reports

Other Policies and Legislation to be read in conjunction with this policy

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The Lyndhurst Values System

Our Values system will be part of our school life and ethos. Values will be explored through Assemblies, PSCH lessons and RRS discussions and activities. The Values will be reinforced through display boards, posters, visual prompts and our rewards system.

We expect children to follow our school rules. Children who go beyond the expected should be noticed.

Rewards for positive behaviour can include:

- Certificates, stickers, badges and pencils.

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- Private and public praise/rewards as appropriate.
- 'Post Cards' home
- Smiles.
- Displays.
- Special responsibilities.
- Non-verbal praise, e.g. thumbs-up sign.
- Informing parents, carers and friends.
- An activity chosen by the children
- Work shared and displayed i.e. in class or on the website

Our Therapeutic Approach to Behaviour Management

- We have 4 staff who are Mental Health First Aide trained – MHFA England – Mrs South, Mrs Rix, Kim Halford and Mrs Massey
- We employ Learning Mentors and Play Therapists
- Kim, our Family Engagement Support Officer (FESO) works with children and families in crisis
- We run therapeutic Yoga, Mindfulness and Feelings Groups – this teaches children techniques such as Big Belly Breathing, reframing and Growth Mindset work ie “I can’t do it YET”
- Staff and parent/carers can request sessions with the LMs or FESO
- CPD (Continuing Professional Development) – we believe in children having access to trained adults. All staff have regular Attachment training and Behaviour training.
- We support each other and work hard to adapt our practices to individual needs
- We know it is important to keep ourselves safe, pass on information and ask for advice and support. We work as a team.

'Team Around The Child' approach:

“Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships...staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct” (Behaviour in Schools September 2022)

At Lyndhurst

- Children who need extra support have a plan or structure to follow. This is adapted for individual children and shared with the child and parents/carers
- Each child will have 2 or 3 named adults who 'check in' regularly (verbally or non-verbally) with the child. We will invest time in the child and show the child that we care about them, encourage them to achieve and be happy. Communicate our expectations and talk to them about staying safe.

The key adult role:

- Will provide opportunities to develop relationships
- Give the child attention and sensitive care

- Will work in a supportive team with the teacher – releasing the teacher to re-establish expectations and relationships with the child
- Will be firm and kind – communicating empathy but with clear boundaries
- Will support the child to be independent and successful
- Will support the child's emotional regulation
- Will give the child reliable and predictable routines ie Visual time tables, preparation for changes and transitions

Children who find it difficult to follow our school rules and values

We are an Inclusive school and there may be children from time to time who will need extra strategies to manage their behaviour. Where there are difficulties, all staff will be aware of any agreed procedures and 'scripts' put in place.

This may include:

- An internal exclusion to give both children and adults a time to plan how to move forwards
- A fixed term exclusion from school for a set number of days – this will follow the correct protocols as set out by WSCC, including notifying the Chair of Governors of any decisions taken
- Creating a Circle of Friends for the child experiencing difficulties.
- Establishing a "Buddy" partnership.
- Speaking informally to parents to set up a 3 way dialogue (school, parent and child).
- Completing a home/school behaviour log, class/log book, incident book.
- Attending social skills groups.
- Devising an Individual Behaviour Plan which will help the child to learn appropriate behaviour at school.
- Providing Teaching Assistant and or Learning Mentor support time.
- Seeking external advice.
- Where there has been a serious breach of our school Behaviour Policy, a child may be permanently excluded. This will only happen in rare or extreme cases. Please see our Exclusion Information.

Other Relevant Policies:

- SEND/Inclusion
- Exclusion Information
- Restraint
- Child Protection/KCSIE
- Equality

Behaviour management steps

- Children and adults should know and understand the school's processes
- The class will be seen as a team – each class to determine the treat they are working for and how many counters/beads/diamonds they are collecting so they know what

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they are working towards

- There should be a behaviour chart displayed in each class, showing what they are currently working towards
- Children will be recognised for exemplary behaviours – Recognition board
- Poor choices – adults will follow the Visual 5 step plan which will be displayed where children and adults can easily refer to it
- where children and adults can easily refer to it
- Staff may use de-escalation strategies to regulate a child's behaviours.

Removal From the Classroom

This is considered to be a serious sanction. It should only be used when necessary, after other strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Parent/carers should be informed on the same day if their child has been removed from the classroom. Schools must consider whether the sanction is proportionate – to maintain safety, to allow the pupil to regain calm in a safe place.

This is not referring to the use of Nurture rooms/sensory rooms.

AT LUNCH AND BREAK TIMES:

- i. An adult will give me a verbal warning.
- ii. I will then be expected to walk around with the adult until the end of the break, or miss some playtime. I may spend some time in the quiet room.
- iii. If I play around during learning time, I will learn during play time
- iv. Staff will initiate the 5 Step Plan
- v. If my behaviour is extreme I will be 'red carded' and Mrs South, Mrs Davy, Mrs Halley or Mrs Rix will be called for.

RED CARDS

- i. If my behaviour is extreme/dangerous I will be red carded immediately.
- ii. A member of the SLT may cover the class teacher so that I can work with my class teacher.
- iii. Any verbal or physical abuse against an adult or child may result in me being excluded from school. This exclusion will be at school in the first instance.
This will be decided by the Head Teacher or Deputy after a fact-finding activity.

Transitions

Information about children and any specific support needed must be handed on to the next teacher or phase. SENDCo/SLT/Teacher will work with the child's next school placement to support the child's transition.

The Early Years team and SENDCo will work with Preschool providers and Parent/carers so that children feel supported when they start at Lyndhurst. Any child who starts at school will have an "On Entry" form completed – this will highlight any support needed. SLT and team leaders will work closely with staff to ensure that there are smooth transitions for all children.

Monitoring and Evaluation

The SENDCO will monitor and Evaluate behaviour Logs each half term and discuss with the SLT.

This will include:

- Incident data, including removal from the classroom, managed moves
- Attendance, exclusions and suspensions
- Surveys

Lyndhurst Infant School Guidance on Positive Handling/Reasonable Force

This guidance is set within the framework of our Behaviour and Relationships Policy

- Positive Handling is only used as a last resort underpinned by sound risk assessments
- Only in the event of clearly defined protocols to bring control to a situation, or imminent danger to persons, should positive handling be considered.
- The Team Teach technique must be followed by trained staff.

Responsibilities of staff

- In all cases where it is necessary for adults to remove children from a potentially dangerous situation through positive handling techniques, it must be remembered that the child concerned is still owed a duty of care and that the least physical intervention is still the most desirable course of action. Children must be given the opportunity to remove themselves without intervention and then a clear reminder given by 1 adult.
- The adults concerned in the physical act of removing a child to a place of safety also owe themselves a duty of care to ensure that they are not placed in a position of harm by their actions. It is also important that staff have a witness to the techniques used.
- Staff who are involved in Positive Handling must record the incident in bound red book and report to the Head Teacher.
- Other staff will not 'interfere' by talking to the child or the adults involved. Please check that staff are happy to continue by non-verbal communication. The lead adult will have the responsibility for asking for assistance if they need it.
- After using a Team Teach technique staff may need a few minutes to sit down in a calm environment.
- To minimise repeated occurrences a Risk Assessment and Behaviour Plan will be created for individual children to minimise frequency

- Parent/carers will be informed.

Definition of restraint (Positive Handling)

The definition of restraint is the positive application of force with the intention of overpowering the child. The use of restraint requires skill, judgement and knowledge of non-harmful methods of control. Reasonable force would include those methods taught and practised in Team Teach training. This is always the last method used and only if there is a safety issue.

A list of trained staff is displayed in the staffroom. These staff will support adults and children when required.

The appropriate legislation, guidance and training will always be followed.

Bumblebee class and children with SEND

Some children will follow an alternative Behaviour strategy. This will be clearly recorded and explained in their Risk Assessment and behaviour plans.

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Anti-bullying

1. Introduction

Bullying is deliberately hurtful behaviour repeated over a period of time. Ofsted defines bullying as aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. Bullying can be either physical or emotional.

Lyndhurst school recognises the vulnerability of pupils with Special Educational Needs and/or disabilities, for example children with an autism spectrum disorder (ASD) have difficulty 'reading' social situations and knowing how to engage in ever-changing social contexts. They find it hard to predict other people's behaviour, to interpret their body language and expressions and to guess what they are thinking or feeling. Measures have been put in place to prevent bullying, such as staff training, so staff understand and can address incidents by demonstrating an understanding from the pupil's perspective.

2. Aims and objectives

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3. The role of governors

3.1 The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of the school's anti-bullying strategies.

4. The role of the Head Teacher

4.1 It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head

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Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

- 4.2 The Head Teacher monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly.
- 4.2 The Head Teacher responds immediately to any request from a parent to investigate incidents of bullying. The Head Teacher will then inform the parents of information regarding the incidence.
- 4.3 The Head Teacher ensures that all children and adults (staff and parents) know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of all to this fact at suitable moments. For example, if an incident occurs involving a child, the Head Teacher may decide to use assembly or circle time as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. If it occurs with adults the Head Teacher will speak with the parties involved.
- 4.4 The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with incidents of bullying.
- 4.5 The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children and adults feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- 5 The role of the teacher
 - 5.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.
 - 5.2 If teachers witness an act of bullying, they do all they can to support the person who is being bullied. If a child is being bullied, the Head Teacher and/or the teacher informs the child's parents immediately.
 - 5.3 We keep incidence books in every classroom where we record all incidents of bullying that occur outside lesson time, either near the school or on children's way home or to school. If any adult witnesses an act of bullying, they should record the event in the logbook. (Racist incidents are recorded in an identified book in the school office)
 - 5.4 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head Teacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have

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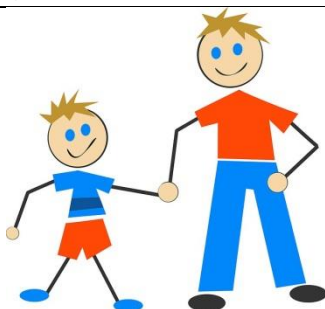



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proven ineffective, the Head Teacher may contact external support agencies such as the behaviour support team.

- 5.5 Teachers and teaching assistants attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- 5.6 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- 6. The role of parent/carers**
 - 6.1 Parent/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
 - 6.2 Parent/carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.
- 7. Monitoring and review**
 - 7.1 This policy is reviewed regularly. The Head Teacher is responsible for reporting to the Governors either through the Head Teacher's Report to Governors or to the Chair at their regular meetings.

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5 Step Plan

| Step | Symbol | Action |
|--------|---|---|
| STEP 1 |  | Gentle reminder |
| STEP 2 |  | Reminder in private -Safe, Happy and Ready to Learn |
| STEP 3 |  | Reflection area – Sit on reflection cushion in class. |
| STEP 4 |  | Conversation with Kim or SLT at playtime. <ul style="list-style-type: none"> • Reflection and identify feelings • Talk and draw session |
| STEP 5 |  | Conversation with parent. |