



Oakley Cross Primary School

"We believe in respect and success for all"

Behaviour Statement & Positive Handling Policy

Date of policy: January 2021

Review date: January 2022

Our School Values

We want to instil in our children the core values of:

- Respect
- Resilience
- Confidence
- Kindness
- Tolerance

These values support the way in which all members of our school community can live and work together in a supportive way. They support our school aims.

School Aims (Written by staff)

Article 3: The best interests of the child must be top priority in all things that affect children.

At Oakley Cross we aim to provide a high quality curriculum, underpinned by strong teaching and learning and encourage every child to:

- **R**espect themselves, others and the environment
- **E**xpress their needs and feelings and recognise the needs of those around them
- **S**ucceed and reach their full potential by developing a positive work ethic and through high expectation and aspiration
- **P**ersevere when challenged, demonstrating resilience
- **E**nrich their lives through learning and seizing every opportunity to try new experiences
- **C**ontribute fully to school life and the wider community by developing confidence, self-esteem and independence
- **T**olerate others, embrace and celebrate difference and resolve problems appropriately

School Aims (Written by students)

Article 13: Every child must be free to say what they think.

The children of Oakley Cross expect the following aims to be supported by all Duty Bearers.

- **R**espect our right to be safe
- **E**veryone has the right to an education
- **S**pend time listening to children
- **P**rotect our environment so it is clean and safe
- **E**xercise is key for a healthy body and mind
- **C**are for us like a family
- **T**rain all new Duty Bearers

Positive Handling Policy

Oakley Cross aims to provide a supportive, educational environment for all children. There is a whole school approach to actively promote improvements in educational attainment, attendance and achievement together with the development of positive social skills. The school recognises the need to incorporate models of acceptable behaviour; to clearly define expectations of positive behaviour amongst its students and where measures are taken to address unacceptable behaviours, these are reasonable, proportionate and understood by all concerned. **Standard 12.1 requires that 'The school has and consistently implements a written policy on managing behaviour, including promoting good behaviour.'**

This Policy also complies with The Education Act 2011 '**Helping teachers maintain good discipline**' and applies the Positive Handling Guidance DoH/DfES Joint Guidance for Restrictive Physical Interventions (2002) and the DfE guidance for the Use of Reasonable Force (2012).

Oakley Cross Primary School will promote positive behaviour through clear, effective policies and procedures that embrace the essential ethos and values of the school. These include:

- Respectful Relationships Policy
- Positive Handling Policy
- Positive Handling Plans
- Anti-bullying Policy
- Complaints Policy

Oakley Cross considers that within any social situation there are limits and standards of behaviour which are a necessity and the school has designed the 'Oakley Promises' which outline expectations within the school.

- I promise I will be kind to others in my words and actions.
- I promise I will listen to people in class and around school.
- I promise I will always work as hard as I can.
- I promise I will look after my school and the resources in it.
- I promise I will respect everyone in our school community.

Our expectations of children to meet the requirements of our Oakley Promises are applied in a fair and consistent manner and reflect the responsibilities of the children. Oakley Cross Primary School strives to build self-esteem and increase the awareness of its students to the needs of others. Abusive, racist or sexist comments are unacceptable and will be challenged. The school believes that all those who live, learn and work in the school have a responsibility to treat others as they would wish to be treated and the staff will work in an anti-discriminatory manner to achieve this.

The aim of the staff of Oakley Cross School is to provide an environment that is safe and secure and through a 'whole school approach' to behaviour, be able to minimise the need for Positive Handling. However, within our school, we have a duty of care. Therefore, in exceptional circumstances and only where it is necessary, we operate outside of the norm and hold, guide and support a child. This is always a last resort, will always be necessary, reasonable and proportionate and will be in the best interest of the child.

Strategies for avoiding incidents:

All staff at Oakley Cross have training and experience in using de-escalation techniques in times of crisis. Three staff members (Mrs Brannan, Miss O'Neil and Mrs Geraty) are fully trained in Team-Teach and therefore possess the skills to adopt effective strategies to defuse potential instances of conflict or aggression. Addressing situations in their infancy can be invaluable in managing potentially extreme

behaviours. In line with the DoH.DfE RPI Guidance, secondary preventative strategies are applied when 'primary prevention has not been effective'. These measures include:

- **communication/verbal advice and support.** Early intervention needs to be assertive but non-confrontational. If students are spoken to in the mode of 'critical parent', a negative response is likely. Awareness of tone of voice, body posture and eye contact is important as communication needs to be non-threatening, calm and assured. Staff should attend to a student when they are showing signs of agitation/distress/anger and support/advise them according to the situation
- **affection** - for the angry student whose behaviour is rooted in their insecurity, it is important that they feel accepted and respected as individuals. **Reject the behaviour not the person** by showing that you care despite the difficulties
- **distraction/redirection** – is the action of diverting the student's attention from a potentially inflammatory situation to something in which he has an interest
- **reassurance** – is about supporting, comforting and encouraging a student in a situation in which they might be feeling helpless, vulnerable, possibly defenceless and exposed to a risky environment
- **planned ignoring** – at times, highly provocative and attention seeking behaviour can be ignored to good effect. The skill is knowing when to ignore and when to intervene. Good practice is based upon Risk Assessment
- **time out** – this is to allow a student 'space' on their own; to move to a different environment with time to calm down and consider their actions. The student is more likely to calm down without the attention of an audience
- **withdrawal** – which involves removing the student from the situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This could be in a Quiet Room; with the Headteacher or the SLT
- **humour** – possibly the most effective and most commonly used strategy. Although self-explanatory, staff should make sure the humour is used in the right context for the particular student
- **calm talking stance** – staff should endeavour to maintain a calm, confident and objective approach in conflict situations
- **negotiation/being objective** – the ability to listen and talk to students and come to an agreement by setting limits and offering options. This will allow a 'back door exit' from the situation that will help keep their pride and dignity in tact as well as that of the staff member(s) involved
- **transfer adult** – if there is an incident where the adult present is seen to be aggravating the situation, it should be assessed as to whether moving the adult out of sight might defuse the situation. This should be done, if possible, leaving enough staff to control the situation
- **success reminder** – remind the student of a previous occasion when they successfully managed a volatile situation of a similar nature. If they are feeling particularly low, look to remind them of something they did in the past that made them happy/proud/feel good
- **support through daily routine** – a strong daily routine of active engagement in the classroom and in social times, reduces their need to act out inappropriate behaviours
- **physical intervention** – is an approved management strategy but should be used as a last resort when all of the above strategies have been exhausted.

The 'Use of Reasonable Force 4/2012' Guidance is aimed at Governing Bodies, Head teachers and staff in all schools. The Key Points are as follows:

- school staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action
- suspension should not be an automatic response when a member of staff has been accused of using excessive force
- senior school leaders should support their staff when they use this power.

When can reasonable force be used?

- to prevent children from hurting themselves or others; from damaging property or from causing disorder
- to control or restrain children

- to enable staff members to use their professional judgment when deciding whether or not to physically intervene whilst taking account of individual circumstances

Schools can use reasonable force to:

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

The purpose of Permissible Forms of Restraint is:

- to restrain the child who has lost self-control and hold him/her until anger passes and self-control is regained
- to alleviate the significant risk that children are exposing themselves and/or others to by being 'out of control'
- to demonstrate to the child that adults are able to support and manage what appears to be uncontrollable anger using the minimum amount of force necessary to contain the situation.

Escorts and Interventions

If a situation develops that requires physical intervention and where the adult(s) need to assume control, staff should be aware of their surroundings and ensure that they do not apply an escort or method of physical intervention where there is limited space or where they expose themselves or the student to unnecessary risk of injury due to the environment.

The above staff of Oakley Cross Primary School are trained in the Team Teach method of Care & Control/Positive Handling which aims to 'promote the least intrusive positive handling strategy and continuum of graded and gradual techniques with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before Positive Handling strategies are utilised' (Team-Teach aims and course objectives). Details are given below of the escorts and interventions that can be applied when all other methods of Behaviour Management have been exhausted. The staff team are aware that any physical intervention is only to be as a last resort after all other trained avenues have been used.

All situations should initially be managed by staff with the minimum degree of physical intervention, whenever possible. There will be occasions when gentle guidance/removal from a situation is all that is needed. Application of the Caring Cs is an unobtrusive method where the staff member(s) have 'open palms' placed on either side and above the student's elbow with their body sideways onto the student. This guide is not a hold or a restraint as the student can move away freely, if they wish.

Single Elbow Hold – this is a more determining/supportive escort aimed at removing a student from an area or situation to avoid further escalation or involvement. This is carried out by two members of staff.

Double Elbow Hold – This can involve one or two members of staff (one each on either side) to add greater purpose in removing a student from an area or situation. This hold would be applied if it were considered that the Single Elbow Hold would be ineffective or pose a risk to the student or others in the vicinity. This hold can allow a student to be taken to a chair if behaviour escalates.

The DoH/DfES RPI (Risk Assessment) clearly defines the risks involved in applying 'restrictive physical intervention' and the staff through Team-Teach training, are skilled in taking the appropriate steps to minimise the risks of injury, pain or distress to both staff and students in line with the Guidance.

Standard 12.5 requires that 'All children and staff are given an opportunity to discuss with a relevant adult incidents of restraint they have been involved in, witnessed or been affected by'. Standard 12.6 requires that 'A written record is kept of major sanctions and the use of physical

intervention.....The record is made within 24 hours of the sanction being applied and is legible. Children are encouraged to have their views recorded in the records. The school regularly reviews any instances of the use of physical intervention restraint and examines trends or issues to enable staff to reflect and learn in a way that will inform future practice'. (National Minimum Standards 2011)

All staff should record any incident requiring physical restraint in the Reports of Incidents Involving Physical Intervention file which is located in the Head teacher's office. All information should be signed and dated and if more than one member of staff is involved, their individual account should be recorded to give a full picture of the situation.

For some children and in some circumstances, it may be necessary for an individual Positive Handling Plan to be drawn up alongside a risk assessment. This will include details of any known medical conditions or SEND, trigger situations and behaviours, known responses in the form of aggression, preferred supportive strategies and preferred positive handling strategies. It will be developed in partnership with the class teacher and SLT.

Children and staff need to be protected from any form of physical violence and the school believes that it is important that both staff and children recognise that most behaviours have consequences. Whenever there is a need for a consequence to any given situation, it is vital that it is directly related to the incident and seen to be fair. No consequences should involve or lead to, the humiliation of a child and staff should ensure that he/she is able to retrieve his/her dignity and self-respect after the imposition of any sanctions. Whenever a sanction has been applied, it is important that it is discussed fully with and is, as far as possible, understood by the child. Details of the incident and the sanction should be recorded in the appropriate books/logs.

This Positive Handling Policy is aimed at providing a framework for guidance for both staff and students. It is also intended to offer direction for staff on how they should best respond to difficult and aggressive behaviour in addition to the formal Team-Teach training.

Compliance with this Policy will demonstrate that Oakley Cross Primary School will consistently provide a safe and caring environment allowing and enabling its children to mature and develop to their full potential.