

## **Busbridge Infant School**

### ***Behaviour and Anti-Bullying Policy***

(including: Touch and the use of Restrictive Physical Intervention)

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*Co-ordinator responsible for this policy  
in consultation with the staff and Governors*

*Katherine Smith*

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*Next Review*

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*Governing Committee responsible*

*Children and Learning*

## Philosophy

Our philosophy is based on achieving an atmosphere where children may thrive and reach their full potential in a secure, supportive and happy environment. Consideration for the needs of other people is of prime importance and the children are encouraged to think for themselves and behave sensibly.

The basic rule for all of us is:

***Everyone will act with courtesy and consideration to others at all times.***

which is embedded in the Golden Rules.

- Do be kind and helpful
- Do listen
- Do look after property
- Do be honest
- Do be gentle
- Do try hard

## Aims

We aim to:

- Foster a sense of community in which staff, Governors, parents and children all play an active part and accept responsibility for behaviour.
- Catch children being good, recognising that it is the behaviour that may be unacceptable not the child.
- Recognise that there must be flexibility, dependent upon individual circumstances.

## Teaching strategies

Each class has a set of the Golden Rules on display. In addition, each class also have a set of class rules. This is a mutually beneficial set decided by the children, through co-operation and discussion, to which they all subscribe. Good behaviour is positively reinforced and recognised in the following ways:

- Sun and Rainbow (or its equivalent)** Consistently good choices are rewarded by a child's name being displayed on sun and then rainbow
- Marbles in the jar (or its equivalent)** Once the jar is full the class receives a treat – decided by the children themselves (within reason!).
- Certificates/Stickers/Stamps/'challenge' raffle tickets**  
Busbridge Bear stickers are awarded for particularly good work, good behaviour, thoughtfulness, effort and helpfulness, (reflecting the Golden Rules and 5Rs). Whenever children receive a BB sticker, they also get a stamp in their Achievement card. In addition Raffle tickets are awarded to individuals demonstrating that they have used the 'Growth Mindset' principles in their learning including challenging themselves, learning from their mistakes and trying hard and not give up. These efforts are also recognised in our Celebration Assembly every Friday with children receiving Busbridge Bear stickers for a mention in the Celebration Book; Team Points for completing an Achievement Card; and the 'Reach for the Stars' trophy for one lucky 'winner' in the raffle ticket draw.

By adhering to the Golden Rules the children earn 'Golden Time' (Y1 and Y2), during which they may choose a special activity, (the timing and duration of this is at the discretion of the teacher).

All members of the school community are expected to follow the Golden Rules. If, however, rules are broken, children receive a warning from the teacher. If the poor behaviour continues, they will then be asked to move to another part of the carpet/table/room etc and may have their name moved from the Sun onto the Cloud. Once a child has had to be asked to move, they will miss a few minutes off their next playtime as a consequence. Should the poor behaviour persist, time out in another classroom and/or with the Headteacher would follow. Sanctions are applied consistently and fairly but with regard to individual circumstances. The children are encouraged to talk through situations and come to an understanding of what is acceptable behaviour. We aim to modify behaviour on an individual basis.

### **Around the School**

The children are reminded of the Golden Rules regularly in order to encourage good behaviour at lunchtime and play time.

At all times we aim to be positive and endeavour to **catch the children being good**, praising the positive and playing down the negative, often attention seeking behaviour. The 20 strategies for promoting good behaviour are a useful reminder. (Appended).

All members of staff share responsibility for the behaviour of the children and make effective contributions to creating appropriate modes of behaviour in all aspects of school life.

At all times staff are expected to abide by our Safeguarding and Child Protection Policy which states: "When managing incidents with children, staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures".

The head and SLT are always kept informed of any exceptional behaviour, whether good or bad. They accept ultimate responsibility for the management of behaviour around the school.

### **Role of the Parents**

Parents have a vital role to play in terms of discipline and behaviour. They are welcome in school at any time and will receive positive and constructive comments about their children as a matter of course.

If a child's behaviour is causing concern we meet with parents to discuss the situation. Following this discussion an agreement is reached on ways in which to support the child. An Expression of Concern followed by an IEP may be drawn up and work would then begin on the specific targets. The Expression of concern or IEP are reviewed regularly with the parent and child and new targets set. If problems still persist then outside agencies become involved.

### **Handwashing**

Hand washing routine is built into the school culture, supported by behaviour expectations set out in the school Behaviour Policy and class and school rules. The School will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms, before and after eating and before going home. Hand sanitiser is also used if soap is not available or the situation makes using soap less feasible (i.e. when outside) to complement handwashing. Supervision of hand sanitiser use will take place due to risk around ingestion. Younger pupils and pupils with complex needs will continue to be helped to clean their hands properly. Sufficient handwashing facilities are available in each classroom and around the school. Where a sink is not nearby, hand sanitisers are provided in classrooms and other learning environments.

### **Bullying (including cyber bullying)**

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Real bullying in infant schools is rare. Children between 4 and 7 years old are still learning about socially acceptable behaviour, the consequences of their actions and how to deal with their own and others'

feelings. The key difference between hurting another child accidentally or because of a lack of empathy and bullying, lies in intention and repetition. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. This may take the form of Cyber bullying, defined as persistent, deliberately hurtful behaviour which causes distress to others using modern day technologies such as text messages, voice mails or social media sites (see also E-Safety Policy).

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Within the curriculum the school will raise the awareness of the nature of bullying through PSHCE, assemblies and circle times as appropriate, in order to raise children's awareness and understanding and to eradicate such behaviour.

The children are also taught very specific, simple strategies for dealing with any behaviour which makes them uncomfortable or upsets them (e.g. "Stop, I don't like it" and then telling an adult if the behaviour continues).

### **Aim**

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (saying or writing mean things, e.g. name calling, racist remarks)
- indirect (social or relational, e.g. spreading rumours, excluding someone from social groups/games)

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Children must be encouraged to report bullying in schools.

Schools' teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

### **Implementation**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the head teacher
- The head teacher will interview all concerned and will record the incident
- Class teachers of the children concerned will be kept informed
- Parents of those children will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned

Children who have **been bullied** will be supported by:

- offering an immediate opportunity to discuss the experience with a teacher or TA
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Children who have **bullied** will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change

- if and when appropriate, informing parents or carers to help change the attitude of the pupil

The following disciplinary steps may be taken following full discussion with children and staff:

- official warnings to cease offending
- exclusion from certain areas or activities

and, in extreme cases, after discussion with parents, consideration may be given to:

- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

## **Exclusion**

Exclusion is used very sparingly in response to serious behaviour issues such as physically hurting other children or staff. It will normally be used only after other sanctions, counselling and support have failed to achieve the desired change in behaviour or attitude. Initially exclusion would be internal, i.e. by removing a child from a class or activity. Only in extreme circumstances would a child be excluded from school and this would be for a fixed term (e.g. half day, full day).

Permanent exclusion would only be used as a last resort, when all other reasonable steps have been taken and when allowing the child to remain in school would be seriously detrimental to the education and/or welfare of other children or the welfare of staff.

## 20 STRATEGIES FOR PROMOTING GOOD BEHAVIOUR

1. Sometimes it is appropriate to turn a blind eye by using tactical ignoring as a first course of action. As a general rule, start with a low level of intervention and work up if necessary. It is easier to move this way than in the opposite direction.
2. Instead of saying 'sit down John' (name last), refer to the name first followed by the command and confirm or reinforce the instruction with an action e.g. by pointing to the place: 'John, sit down'. Maintain eye contact throughout.
3. Make a distinction between the children and their behaviour. Although you are displeased by what they have done, you can still value them. Maintain self-esteem by remarking that you are disappointed that good children like them have done something awful like that.
4. Rather than merely telling children to do something, encourage them to report or feed-back what they are going to do: 'I am going to tidy up the mess on the floor and say sorry to the teacher.' Instead of simply receiving an instruction, this provides an opportunity for children to explain and take ownership of the agreement.
5. When insisting that children should observe a particular rule, at the same time state the reason for the rule. Rather than 'stop talking' say 'if you listen to me, you will know what to do.'
6. When trouble is brewing, try whispering a very quiet word to the child. As well as being private and non-threatening, it is a way of gaining attention and brings you physically close to the pupil. A whisper in time sometimes saves nine!
7. After discussing a challenging situation with the pupil and agreeing that the behaviour should be reprimanded in some way, ask the child to suggest an appropriate punishment. It may leave the way open for you to suggest something less strict so that the child perceives you as a fair and reasonable person.
8. Try to involve the pupil in the management of their own behaviour. This can take the form of a contract between yourself and the child. It may be either written or verbal such as 'sit at your seat....if you do, I'll come and help you.'
9. Manipulate your own behaviour by behaving towards the pupil as if they are better, cleverer or nicer than you really think. There is a chance that they may get the message and behave according to your expectations.
10. Try to avoid shouting back at a pupil who is shouting at you as it is likely to fuel the anger and escalate the situation. A quiet, non-threatening response sometimes works better than confrontation or a show of superior strength.
11. If a pupil finds a task difficult, either make the task easier or try to remove the threat of failure by a comment like 'this is very hard but I know you will do your best.' Alternatively, take the blame yourself by remarking, 'I'm sorry, I didn't explain that properly. It's my fault, let's have another go.'
12. Use non-verbal forms of support such as a hand on the shoulder, a smile, or a pat on the back. A combination of touch and praise is often very powerful for keeping children on task and for maintaining good behaviour.
13. Allow pupils to exercise some degree of choice in carrying out activities. This allows them to exercise responsibility and pursue a task that corresponds to their interests.
14. Look at the social organization of the classroom and the way in which pupils work and play together. Try to identify the leaders of the group and get them on your side as a form of support.
15. Remember to catch them being good (CGB). Instead of waiting for pupils to misbehave and then trying to find ways of reinforcing positive behaviour, move around the class praising those pupils

who are working well or being good. When it is done in a genuine fashion, CBG is an active, positive and supportive strategy.

16. With a boisterous class, settle the pupils down to work fairly quickly so that they are fully occupied on a range of tasks which are appropriately matched to their abilities and interests.
17. Recognise and encourage achievements through positive cognitive intervention (PCI). This enables each pupil to receive a comment indicating the good features of progress so far, the next step that might be undertaken, how and why the work done was good and ways in which it might be improved or developed.
18. Play 'fair pairs' which means ignoring the deviant behaviour and looking for someone nearby who is already behaving well. Prime this behaviour, stating clearly what is expected.
19. Take time to listen actively to what the pupil has to say. Ensure that sufficient time is available for this form of counseling and choose a time and place when you are both receptive and not anxious to get away.
20. When a child is presenting challenging behaviour, divert attention to a more profitable classroom activity or alternatively ask the child to go on an errand. This is a disguised form of time-out – for the teacher as well as the pupil – and is a means of defusing a situation by providing a break from each other. To avoid difficulties, pupils should not see the strategy as an excuse or reward for their behaviour and care must be taken so that the teacher does not 'lose face' with the other pupils.

# **Touch and the use of Restrictive Physical Intervention for all Staff working with Children & Young People**

## **Policy and Guidance for Staff at Busbridge Infant School**

### **Context**

All staff should be familiar with the Surrey Policy on Touch and the use of Restrictive Physical Intervention and associated guidance. This can be found in the big red file in the staff room.

The guidance forms part of the school's Behaviour and anti-bullying Policy. It also connects to, and is consistent with, policies on Health and Safety, Child Protection and safeguarding and Equalities.

### **1. Introduction**

At Busbridge Infant School we believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used.

The majority of pupils behave well and conform to the expectations of our school (The Golden Rules). We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils. All the school staff need to feel able to manage inappropriate risk and behaviour, and to have an understanding of what and how challenging behaviours might be communicated. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

### **2. Definition of 'restrictive physical intervention'**

The Law allows for teachers and other persons authorised by the Head teacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following: -

- committing a criminal offence
  - injuring themselves or others
  - causing damage to property
  - engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school
- "Restrictive Physical Intervention" is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Head teacher has to, in specific circumstances, use "reasonable force" to control or restrain pupils. There is no legal definition of "reasonable force". However, there are two relevant considerations:
- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it
  - the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent selfinjury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

### **3. When the use of restrictive physical interventions may be appropriate in Busbridge Infant School**

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

### **Who may use restrictive physical intervention in Busbridge Infant School**

All permanent or temporary contracted staff are authorised by the Head teacher to have control of pupils, and therefore **must** be aware of this Policy and its implications.

We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

#### **4. Planning for the use of restrictive physical interventions in Busbridge Infant School**

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the intervention are as follows: -

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- staff will only use it when there are good grounds for believing that immediate action is necessary and in the pupil's and/or other pupil's best interests
- staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and at the level of understanding of the child or young person
- only the minimum force necessary will be used to prevent severe distress, injury, or damage
- staff will be able to show that the intervention used was in keeping with the incident
- every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- as soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- a distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- the age, understanding, and competence of the individual pupil will always be taken into account
- in developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstance
- procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times

#### **5. Acceptable forms of intervention in Busbridge Infant School**

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age)
- to gently direct a pupil
- for curricular reasons (for example in PE, Drama etc)
- in an emergency to avert danger to the pupil or pupils
- in rare circumstances, when Restrictive Physical Intervention is warranted

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding
- the pupil's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular pupil.

#### **6. Developing a positive handling plan in Busbridge Infant School**

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Positive Handling Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will include:

- involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- a record needs to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- managing the pupil, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used
- identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- ensuring a system to summon additional support
- identifying training needs
- if appropriate, medical advice about the safest way to hold a child with specific medical needs

### **After the incident**

- provide an opportunity for the pupil to discuss/redress the situation and inform their parents
- ensure completion of an A,B,C form (antecedents; behaviour; consequences). See below - Appendix F
- provide support for the pupil to develop strategies to avoid future crisis points. Ensure all staff are made aware of these strategies
- Decide whether to involve multi-agency partners
- Decide whether it is necessary to exclude the pupil (following the LA & DFCS Guidance)

### **Report and record incidents**

All incidents where physical intervention/restraint has been used must be recorded as soon as possible using **Surrey Appendix F Pupil Incident Report Form** appended (A, B, C form - antecedents; behaviour; consequences)

### **7. Guidance and training for staff**

Guidance and training is essential in this area. We need to adopt the best possible practice. This is arranged at a number of levels including:

- awareness for governors, staff and parents
- behaviour management for all staff
- managing conflict in challenging situations - all staff
- specific training on Restrictive Physical Intervention techniques - all staff

### **8. Complaints**

It is intended that by adopting this policy and keeping parents and governors informed we should avoid the need for complaints. Any disputes that arise concerning the use of force by a member of staff will be dealt with according to our Child Protection and Safeguarding policy and also by our Complaints Policy and Procedures, as appropriate. These policies are available on the school website.

Appended:

- Surrey Appendix D Individual child or young person risk assessment (when completed these should be filed in the Risk Assessment file in the main school office)
- Surrey Appendix F Pupil Incident Report Form (these should be filed in the individual child's confidential record)



**CONSEQUENCES:** (how did the staff intervene, how did the child respond, and how was the situation resolved)

**NAMES OF THOSE INVOLVED:** (staff and pupils)

**NAMES OF WITNESSES:** (staff and pupils)

**SIGNATURE OF REPORT COMPILER:**

**PART B** (to be completed if the use of restrictive physical intervention has occurred)

**WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:**

(tick the appropriate box below)

<b>Defusing</b>	<input type="checkbox"/>	<b>Time out offer</b>	<input type="checkbox"/>
<b>Deflection</b>	<input type="checkbox"/>	<b>Time out directed</b>	<input type="checkbox"/>
<b>Distraction take up time</b>	<input type="checkbox"/>	<b>Changes of task</b>	<input type="checkbox"/>
<b>Appropriate Humour</b>	<input type="checkbox"/>	<b>Choices</b>	<input type="checkbox"/>
<b>Proximity control</b>	<input type="checkbox"/>	<b>Limits</b>	<input type="checkbox"/>
<b>Verbal advice/support</b>	<input type="checkbox"/>	<b>Consequences</b>	<input type="checkbox"/>
<b>Rule reminder</b>	<input type="checkbox"/>	<b>Another member of staff</b>	<input type="checkbox"/>
<b>Hurdle help</b>	<input type="checkbox"/>		<input type="checkbox"/>
<b>Planned ignoring</b>	<input type="checkbox"/>	<b>Other (please state)</b>	<input type="checkbox"/>

**JUSTIFICATION FOR USE OF PHYSICAL CONTROLS:**

(tick the appropriate box below)

<b>To prevent/interrupt;</b>	<b>A criminal offence</b>	<input type="checkbox"/>
	<b>Injury to pupil/staff/others</b>	<input type="checkbox"/>
	<b>Serious damage to property</b>	<input type="checkbox"/>
	<b>Disruptive behaviour</b>	<input type="checkbox"/>
	<b>Pupil absconding</b>	<input type="checkbox"/>
	<b>Other (please state)</b>	<input type="checkbox"/>

**NATURE OF RESTRICTIVE PHYSICAL INTERVENTION USED:**

(Insert language relevant to training received and include estimate of duration of use of physical intervention)

Standing     Sitting     Kneeling     Floor (Prone)     Floor (Supine)

**RESPONSE AND VIEW OF THE PUPIL:** (this field **must** be completed)

**DETAILS OF ANY RESULTING INJURY:**

(injury to whom and action taken as a result, e.g. first aid, medical treatment)

**ANY OTHER RELEVANT INFORMATION:**

<b>NAME OF SENIOR PERSON NOTIFIED:</b>		<b>TIME/DATE</b>	
<b>HEADTEACHER'S COMMENTS:</b>			
<b>SIGNATURE OF HEADTEACHER:</b>		<b>DATE:</b>	