

# **Thurlton Primary School**

## **Policy Statement for Behaviour and Anti-Bullying incorporating Positive Handling Policy and Touch Policy**



### **Policy Consultation & Review**

This policy is referred to in our School Prospectus, is available on request from the School Office and is also on our website.

We inform Parents/Carers about this policy when their children join our school and through our school newsletter.

This policy will be reviewed in full by the Governing Body on an annual basis.

This policy was last reviewed and agreed by the Governing Body on:  
12<sup>th</sup> November 2018

It is due for review July 2019

Signature *Ms Hambley* Headteacher

Date: 12.11.18

Signature  Chair of Governors

Date: 12.11.18

Our policy is in line with the Norfolk Children's Services vision which is:

***All children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.***

## **1. INTRODUCTION**

Thurlton Primary School is committed to providing an education of the highest quality for all pupils.

We believe:

- Everyone has the right to feel safe both physically and emotionally.
- Everyone in school has the right to be treated with respect.
- Everyone in school has the right to learn without distraction.

We believe the adults in school should lead by example and be good role models for the pupils in their relationships and the way they engage and converse with others.

Our approach is one of promoting values of good behaviour within an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. We do this by providing strategies to assist children in demonstrating appropriate behaviour and giving children clear, positive guidelines as well as supportive programmes to rectify inappropriate behaviour. Our success is measured not only by a reduction in incidents but also by how we deal with them.

We feel our approach will establish a culture of tolerance, respect and good manners and will help to foster good relations between anyone in school, leading to better collaboration, attitudes and learning.

We believe developing these values in the children will enhance and develop the pupils understanding and implementation of British Values in their dealings with others.

We recognise the importance of Behaviours for Learning. The 5 R's involve 5 words which define behaviours including: Ready, Resourceful, Reflective, Resilience and Responsible. Each of the words have an animal associated with the behaviour. We involve children in taking responsibility for their learning behaviours. A class Meerkat is used in lessons to reward pupils for being ready for their learning.

This policy applies to all pupils, staff, Parents/Carers, governors, volunteers and visitors.

## **2. CODES OF CONDUCT**

We involve our pupils in the decision making process about behavioural aims and consequences to help them take responsibility for their actions and increase the chances of maintaining good behaviour.

The School Code (see Appendix 1) is developed with all members of the school community at the beginning of the school year. It is displayed around the school, with an interactive display in the Hall. The Code is referred to continually, in assemblies, during lunchtimes and at all times around the school.

Each class develops a Class Code at the beginning of the year. Again these are displayed in the classroom (in an age appropriate way). In addition to the expected code of conduct Class Codes also highlight consequences for inappropriate behaviour.

Class Codes are signed by pupils and staff in the class and sent home to Parents/Carers.

## **3. EFFECTIVE BEHAVIOUR MANAGEMENT**

School staff are committed to challenge the behaviour of any pupil which involves: any form of disruption to the learning of others: physical violence or abuse: threats: verbal abuse: theft and damage to personal or school property: all forms of bullying: all forms of racism.

Actions by staff are based on the following principles:

- It is the inappropriate behaviour that is rejected, not the child.
- Adults will keep the situation calm and under control.
- A child's success at reducing inappropriate behaviour will be acknowledged.
- Children need to be guided to accept responsibility for their actions and appropriate consequences to their action, whether they are intended or unintended.

#### **4. THE MANAGEMENT OF PUPILS WHO INTERRUPT THE LEARNING OF OTHERS**

At Thurlton Primary School we maintain that every child has the right to learn without interruption.

If during the course of a lesson a child demonstrates inappropriate behaviour (does not settle to work, distracts others, refuses to co-operate) a system of non-verbal, verbal, reward stamps and increments of five minutes lost from Pick and Mix sessions are applied throughout the school. Pupils have the chance to redeem the atypical behaviour and earn back time increments of Pick and Mix sessions. Rewards and consequences are outlined in Appendix 3. These should be applied in a fair and consistent manner. Their application is monitored and regularly discussed in staff meetings and INSET.

#### **5. THE MANAGEMENT OF SERIOUS INCIDENTS**

Any incident will be recorded on the appropriate Incident form: A significant incident has to be recorded on the Record of harm form, detailing the harm caused by the behaviour. Harm does not have to be physical, it can be emotional or loss of learning. All forms need to be shared with the Headteacher/SENCo.

There may be occasions, rather than issuing a fixed term exclusion an internal exclusion maybe more appropriate. This means the pupil will come into school but will not be with their peers for the duration of the exclusion. The pupil will be required to enter and exit the school via the main entrance and will work in a room away from their peers. The pupil will also remain inside during playtime and lunchtime.

If the behaviour is believed to be extreme, the Headteacher and Governors may decide to issue a fixed term exclusion.

#### **6. INAPPROPRIATE BEHAVIOUR ON THE PLAYGROUND**

If a pupil is being disruptive on the playground the following actions will be taken:

- The pupil is reminded of the appropriate way to behave and a warning is given. The behaviour is recorded on the Lunchtime/playtime incident sheet.
- If the behaviour continues the pupil will have 5 minutes thinking/reflection time walking/discussing appropriate behaviour with an adult.
- If the behaviour continues the pupil is taken to the Headteacher/Senior member of staff.

#### **7. RACIAL INCIDENTS**

Any form of racial abuse will be recorded (on the relevant form blue form) and then dealt with by the Headteacher. All racial incidents will be reported to the Governing Body and, if appropriate, the Local Authority.

#### **8. ANTI-BULLYING**

Bullying is the deliberate, repetitive and sustained aggression by an individual or group with the intention of hurting other person(s). It occurs over a period of time and results in pain and distress to the victim(s). It can be:

- Physical e.g. pushing, spitting, or any use of violence
- Verbal e.g. threats, rumours, teasing
- Emotional e.g. social exclusion, tormenting
- Sexual e.g. unwanted physical contact, gestures or harassment

- Racial e.g. taunts, attacks and remarks towards pupils from differing racial, religious or cultural backgrounds

We implement strategies to educate pupils and avoid bullying. Our pupils are empowered through an understanding of what bullying is; their right to tell and to be listened to without being judged; and, with the support of adults, are made accountable for their actions and responsible for each other's safety. The PSHE curriculum is used to give opportunities to discuss issues and emphasise everyone's right to be treated with respect and kindness.

### ***WHEN SUSPECTED BULLYING OCCURS***

**We never ignore it** - We always respond to suspected bullying and ensure pupils know that incidents are dealt with promptly and effectively. Staff are trained to be vigilant to possible indications of bullying and initiate further investigation where appropriate.

**We listen carefully to all accounts and don't make assumptions** - Teachers intervene using a "no blame" approach which stresses a non-punitive response to bullying. We listen to every side of the story independently and give all those involved, including witnesses, the opportunity to be heard.

**We adopt a problem solving approach** – We work to build trust with those pupils involved to promote reconciliation and behaviour change. The bullying behaviour and threats of bullying must stop immediately. The Parents/Carers of both parties are informed of any incident and are expected to support the school in any actions taken. They are invited to meet to discuss the problem with the Headteacher.

**We will follow up; both in the short and long term** - Regular checks take place to ensure that incidents have stopped. The Headteacher ensures all appropriate members of staff are aware of the situation and work with both parties to resolve tensions and where necessary ensure the consistent application of consequences.

## ***9. REASONABLE FORCE***

All staff receive Steps Training on dealing with and managing difficult behaviour (renewed every two years). Some staff also receive further Steps Training on physical restraint (renewed annually). The training covers a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques (See Positive Handling Policy).

## ***10. LIAISON WITH PARENTS/CARERS AND OTHER AGENCIES***

For the school to realise the aims of this policy it is vital that pupil's families are closely involved in supporting the implementation of our strategies and we recognise the role that the immediate community and other schools and agencies have to play in a child's development.

It is the responsibility of both the school and Parents/Carers to foster good values and to enable children to develop acceptable views of right and wrong. For Parents/Carers this means:

- Encouraging their child to develop a positive attitude towards our diverse, multi-cultural community by setting a good example at home.
- Communicating with their child's teacher and other staff, aiming to be positive and productive, working towards moving their child on in their learning.
- Ensure that all dealings with school staff are conducted calmly and in an acceptable manner. Certain expectations are defined within the School Community Code of Conduct (Appendix 2).

Should any Parent/Carer or other visitor to the school not follow this Code and display unacceptable behaviour, the following consequences will apply to that person:

- All staff have the right to refuse to speak to them
- They will be asked to leave the premises immediately
- If they refuse, the police will be called to remove them
- A written warning will be sent.
- Repeated misconduct will result in their permission to enter school property being revoked and a letter of confirmation will be issued. This means they will not be permitted to attend teacher meetings, activities, functions or events.

## ***11.OUT OF SCHOOL***

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Action is taken on non-criminal bad behaviour and bullying which occurs off the school premises (witnessed by a staff member or reported to the school) if this behaviour has repercussions for the orderly running of the school. Parent/Carers may however be contacted if considered appropriate.

# Our School Code.



We are really proud that we all **BELONG** to  
**THURLTON PRIMARY School**  
and we respect each other and our school environment:

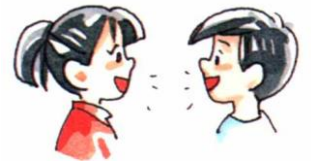
We always try to do our best in everything we do. We are  
**READY, RESILIENT** and **REFLECTIVE** in all our learning.



We look after each other and are kind and  
polite to everyone, we remember to say  
**PLEASE** and **THANK -YOU**.

We walk calmly and sensibly around the school.

We talk in a quiet voice to people around us.



We keep our hands and feet to ourselves.



We are **RESPONSIBLE**. We co-operate with others,  
sharing our equipment and we **TALK** to each other  
to sort out our differences.

We are **RESOURCEFUL** and **RESPONSIBLE** as we know it is  
**OK** to ask for help from other people.



Decided and agreed by all members of Thurlton Primary – Sept 2018

## **THE SCHOOL COMMUNITY CODE OF CONDUCT**

In our School, everyone will show care, courtesy and consideration for others at all times. This means that:

- Children have a right to learn
- Teachers have a right to teach
- Noise levels will be appropriate to the situation and task
- Movement around the School will cause no disruption to others
- Property and the environment will be looked after and respected
- Everyone will behave calmly and in an acceptable manner
- Bullying, in any form, will not be tolerated

Appendix 3

### **REWARDS**

Specific rewards are given in acknowledgement of excellent practice observed in school: e.g. good work achieved, demonstrating outstanding helpfulness, hard work, progress, thoughtfulness, honesty:

- Medals of achievement – stamps are given for achievement and good behaviour, once 10 are collected on a stamp card pupils receive a certificate and medal in class and a photo displayed in on the wall in the classroom. The medal is worn for the day.
- Weekly Celebration Assemblies - certificates awarded for good behaviour and achievement.
- Weekly Class Celebration Certificates.
- Use of the School Code Display in the Hall – When a child is observed demonstrating a particular element of the School code their name, class and date is put onto a *postit* (colour appropriate to the code) and stuck onto the School Code wall in the hall. This is an ongoing display.
- Timely Tendance and Clutterless Clean are awarded to the class with highest attendance and the tidiest class (external and cloak room areas). The class is awarded a certificate which is displayed in classroom, a class photo is displayed in school foyer.
- Class Meerkat – is used to reward children when they are ready for learning. This can be on an individual basis or as a group.

### **OTHER WAYS IN WHICH GOOD BEHAVIOUR MAY BE REINFORCED ARE:**

- Stickers
- A simple smile and thumbs up or brief verbal affirmation etc.
- Positive verbal encouragement
- Being used as exemplary models

### **CONSEQUENCES**

Consequences must be relevant to the severity and repetition of the action. They are applied if behaviour in any way prevents the learning of others.

- Non-verbal warning
- Verbal warning
- If the pupil does not respond positively they are moved and separated from their peers but remain within the classroom.
- A visual representation of the weather behaviour chart is used.
- If inappropriate behaviour persists the pupil loses 5 minute increments of Pick and Mix sessions.
- If inappropriate behaviour persists the pupil is separated from their peers - into another classroom.
- If inappropriate behaviour persists the pupil is sent to the Headteacher.

Inappropriate behaviour is always shared with Parent/Carers and further consequences are discussed with Parents/Carers.

*Behaviour Model*

<i>Behaviour</i>	<i>Possible Strategies</i>	<i>Possible Consequences</i>
<p><i>Low Level/ Minor</i>            Calling out            Disturbing other children            Wandering around classroom            Lack of engagement on task</p> <p>Equipment (indoor &amp; out door) mistreated            Emerging rough play</p>	<p>Tactical ignoring            Praising others for expected behaviour/right choices            Clear instructions &amp; reminders            Reward small steps            Use of Class code as reminder</p> <p>Adults to scaffold positive play</p>	<p>Verbal warning            Informal follow up by class teacher            Time out in the classroom                (with TA in an isolated area)            Loss of Pick and Mix Time                (5 minute increments)</p>
<p><i>Moderate</i>            Repeated above behaviour            More than 2 time outs in classroom during a lesson            Defiance</p> <p>Playground – repeated rough play continues</p>	<p>Clear instructions:            I need you to .... Thank you            When ..... then ...</p> <p>Clear reminders of appropriate play            Adult to model/redirect play</p>	<p>Verbal; warning ensure child aware of consequences            Time out in another class                (with work)</p>
<p><i>Serious</i>            Refuses to follow adult instruction            Inappropriate language or swearing            Leaves classroom            Throwing objects in classroom            On-going disruption to the learning of others            Refusal to time out in another class            Harm to self or other – Kicking punching</p> <p>Playground – continued rough play resulting in children being hurt/upset</p>	<p>Discussion with SENDCo – intervention necessary?            Behaviour charts with specified rewards</p> <p>Involvement of outside agencies as appropriate</p> <p>Final warning – clear direction of consequences – Headteacher</p>	<p>Exit to Headteacher or Senior Teacher            Time out to end of lesson (work provided for the pupil)            Parents informed by Headteacher with meeting arranged            Missed playtime/lunchtime</p> <p>Possible fixed term exclusion</p> <p>Sent to Headteacher or Senior Teacher - missing remainder of/ playtime, either with Headteacher or Staff in The Woodlands .</p>
<p><i>Extremely serious</i>            Repeated above behaviour            Threatening other children/staff            Serious physical harm to others or self</p> <p>Repeated dangerous play</p>	<p>As above</p> <p>Risk assessment plan – with SENDCo</p> <p>Children kept off playground</p>	<p>To Headteacher            Fixed term exclusion            Consideration of reduced timetable with regular reviews</p> <p>Possible lunchtime exclusion.</p>

All incidents will be recorded on individual, class, playtime or lunchtime logs (most appropriate format) for future evidence and as an aid to ensure the most appropriate support is given to the pupil.



# *Policy Statement for* **Positive Handling**



Staff have agreed to follow the principles of **Norfolk Steps** regarding handling pupils in school. These are as follows:

## ***Guiding and Escorting***

Sometimes it may be necessary to **guide** pupils. All staff who have completed the **Step On** training have been trained how to do this in a way that does not harm the pupil or put anyone else at risk. The most risk free way is to form a **mitten shape** with the fingers and thumb and place just above the pupils elbow. The elbow **SHOULD NOT** be held, the pupil must be free to move away: any force exerted can only be by the pupil pushing back.

This can be extended to a more **assertive escorting** position by standing side by side with the pupil and placing the mittens on both side of the pupil's elbows. The adults shoulder should be behind the pupil to guide them. This position will lessen the risk of the pupil turning and lashing out.

Both **guides** and **escorts** should be performed only if absolutely necessary and should be recorded on the appropriate form, with any explanation of the reasons for it and what other strategies have been tried first.

## ***Calm Stance***

When a pupil is in a state where conflict is inevitable or already happening, adults must adopt an **open body stance**, adult is side on to the pupil to move by motioning with the hand which way to go.

**Calm stance** and **escorting** should only be used in conjunction with the de-escalation script in order to remove a pupil calmly and assertively from a conflict situation.

## ***Restrictive Physical Intervention (RPI)***

Very occasionally incidents may occur where a pupil needs to be positively handled to prevent themselves or others from serious harm. This is only ever justified in cases of actual harm (as opposed to potential harm).

Staff are trained in these interventions on a needs only basis and it is only these staff (authorised by the Headteacher) who can perform such actions.

If a pupil presents a foreseeable risk within school, the school must prepare a risk assessment for them, seek advice from the Norfolk Steps Team and engage in discussion with Parent/Carer.

For staff who have not received this training there may be occasions where they need to use restraint: to stop a child running in front of a car or other situations that may involve immediate harm.

In these cases staff must use their best judgement and ensure that all actions are reasonable, proportionate and necessary. Following an incident like this a risk assessment needs to be carried out and further training given.

# Policy Statement for **TOUCH**



At Thurlton Primary we do have a Touch Policy. This means that as a member of staff you are able to physically guide, touch or prompt pupils in appropriate ways AT THE APPROPRIATE TIMES. It is extremely important that as a Parent/Carer you have read and understood this policy to appreciate the reasons why we choose to hold/touch pupils and the appropriate ways in which we do so.

## ***Why do we touch?***

We may choose to hold a child for a variety of reasons but in general terms we would only do so for comfort or reward. We may also need to physically touch, guide or prompt students if they require personal care (if an ongoing personal care issue a Care Plan will be devised in collaboration with Parents/Carers) or with assistance with writing, eating, dressing etc.

## ***How do we touch?***

### ***Hugging***

We encourage staff that are using touch for comfort or reward to use a **school hug**. This is a sideways on hug with the adult putting their hands on the pupil's shoulders. This discourages front on hugging and with the adult's hands on the pupil's shoulders this limits the ability of the pupil to turn themselves into the adult.

This can be done either standing or sitting.

### ***Hand holding***

We recognise that pupils sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint and is therefore not acceptable.

A **school hand hold** can be used: The adult holds their arm out and the pupil is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security, if it is required. However, if a child wishes to hand hold in the traditional way this is acceptable.

In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

### ***Lap sitting***

At Thurlton Primary we discourage lap sitting. Pupils should be encouraged to seek comfort/attention through other means: **school hand holding** or a **school hug**. If a pupil attempts to sit on a member of staff's lap they are encouraged to sit beside the adult.

At times pupils may be in such crisis or distress that they hold staff in a way which is not described as above (front on hug/lap sitting). If this should happen staff will offer comfort as appropriate, ensuring that they are visible to other staff members. After the incident staff will inform the Headteacher who will inform the Parents/Carers immediately.

Though we believe that contingent touch can be a positive experience for pupils this does not mean that we **have** to touch pupils. Some pupils do not like to be touched and this should be respected at all times.

Staff have a Duty of Care towards the pupils in their care. If a pupil is likely to be at risk from harm if staff do not physically intervene in an emergency situation, staff must take action. The action taken will be dependent on the dynamic risk assessment that is made at that moment in time.

Parents/Carers will be made aware of this policy when their child is admitted to school.