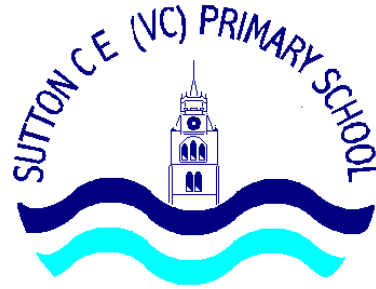


# **Sutton CEVC Primary School**



## **BEHAVIOUR for LEARNING POLICY (including Positive Handling and absconding)**

**Version March 2019**

Approved by staff  
Approved by Governors

**To be reviewed annually**

# 1) Policy Statement

## Beliefs

*"Your success as an educator is more dependent on positive, caring, trustworthy relationships than on any skill, idea, tip or tool."*

**Eric Jensen**

At Sutton, we believe that fostering and maintaining positive and healthy relationships with pupils, staff and parents is key to promoting a positive behaviour culture in school, which enables children and adults to flourish.

At Sutton, we believe that:

- behaviour skills are learned skills and can therefore be taught
- children will be on a continuum with these skills – just like in every other area of learning
- children will learn these skills at different rates to each other – just like in every other area of learning
- some children will need particular support in learning these skills – just like in every other area of learning
- all children will need to practice, practice, practice to learn these skills – just like in every other area of learning
- adults will need to be skilled in supporting children to learn these skills – just like in every other area of learning

At Sutton, we have a shared understanding of the definitions of discipline as:

*To train oneself to do something in a controlled and habitual way. (verb)*

And we know that research and experiential evidence shows that:

*External discipline* = controlling behaviour (long term change less likely as children and young people look to adults to do the disciplining)

*Internal discipline* = teaching behaviour (long term change more likely as children and young people learn to regulate their own behaviour)

This policy is therefore designed to ensure that all pupils are able to feel safe happy and learning well in school by promoting internal discipline and supporting pupils in developing the necessary skills to self-regulate their feelings and behaviour and be mentally healthy.

## Aims

We all have a shared responsibility for behaviour throughout the school. Every child in the school is the responsibility of every adult in the school. This notion of shared responsibility is at the heart of our whole school approach to positive behaviour management.

A consistent approach is needed to ensure that children, parents and staff have the same high expectations of good behaviour in and around the school premises, enabling successful teaching and learning to take place.

We aim to create a positive ethos in school, focusing primarily on supporting children's emotional needs in order to offer them secure attachments and boundaries that will lead to positive behaviour for learning. We are determined every child will succeed and we endeavour to provide an inclusive education within a culture of high expectations.

In particular we aim to:

- Ensure the safety and happiness of pupils
- Promote pro-social behaviour, self-discipline and respect;
- Ensure that children consider others
- Foster a sense of pride in and commitment towards the school and the community
- Provide opportunities for all children to achieve – ensuring that they complete assigned work
- Develop social, emotional behavioural skills in order to be reflective and problem solve when issues arise, dealing with conflict peacefully and assertively.
- Prevent bullying

All staff, together with parents, share responsibility for protecting these rights.

## 2) School Rules:

School rules help children to understand a Code of Behaviour based on our central value of Respect.

**“At Sutton we are one school with one rule:**

***We choose respect;  
respecting **ourselves**,  
**others and the environment**”***

Pupils are expected to:

- Respect and value themselves, being honest and trying their best.
- Respect others, whatever their race, religion, gender, cultural background, age or ability, by working and playing safely and co-operatively.
- Respect and value property and the environment.

This creates an atmosphere in which children can learn, teachers can teach and the whole school community can thrive.

This core rule is underpinned by the **‘Superstar Seven’** which gives further guidance to pupils in how to show respect:

- 1. We always listen carefully.**
  - Being prepared to consider views of others and being willing to work together on a given task.
  - Listening so that learning is not disrupted and progress therefore hindered.
- 2. We look after all the equipment.**
  - Using classroom resources appropriately so we are able to get the most out of the lesson.
  - Using play equipment appropriately
- 3. We have kind hands, feet and mouths.**
  - Playing nicely with other children, not lashing out physically or verbally.
- 4. We always try our best.**
  - Doing our best and concentrating on the tasks so as to maximise our learning potential.
- 5. We share resources and take turns.**
  - Co-operating with others and knowing that we will all have a go at some point.
- 6. We always tell the truth**
  - Being truthful to staff and children so a conclusion can be agreed upon.
- 7. We always stay safe in school.**
  - Following rules set by a supervising adult to complete a task.
  - Using the equipment safely to avoid any injury.

This code is universal across the school and were developed by both the children and the staff.

Additional rules may be needed to ensure physical safety as children move around the school and when representing the school in off-site activities.

The school has a system of rewards and sanctions to carry out this policy.

The most severe sanction is permanent exclusion by the governors.

### **3) How we aim to promote, encourage & support the development of pro-social behaviour - an overview**

At Sutton CE (VC) we teach pupils to make positive choices in their behaviour through the following approaches:

#### **A) Pre-empt (teaching of pro-social behaviour):-**

- Explicit modelling of the behaviours we would like to see
- Staff & peers ensure that criticism is constructive
- Through engaging, enjoyable learning experiences in which pupils are active and able to collaborate
- Collective Worship themes, referencing the teachings of the Bible, as well as stories from other cultures and religions in order to explicitly teach moral lessons and promote British Values
- PSHE & class Circle Time
- Behaviour Transformation Plans for individuals, recognising strategies to maintain pro-social behaviours
- Sensory circuits for particular pupils and other pre-emptive strategies

#### **B) Praise and positive reinforcement:-**

- Reward and recognition and valuing children's efforts to produce good work through:
  - Fair and consistent praise from staff and peers, as well as constructive criticism
  - Earning dojo points and the ability to buy prizes and reward vouchers with their Dojo tokens
  - Use of the 'Green card' to visit other staff to share good work and receive praise
  - Being awarded certificates, praise in Assembly & Headteacher's Awards
  - Displaying work and using photographs and other means to record success
  - Special responsibilities in class – these might include being a register monitor or giving out books.
  - Opportunities for the older children (in each Key Stage) to have roles of responsibilities eg. play leaders
  - Pupils stay on the 'Green face' and are awarded a Dojo point for demonstrating expected behaviour. They are also awarded further dojo points for modelling particular values and aspects of good learning and where behaviour is beyond expectations they can also move from the green face on the superstar.
- When a pupil is placed on the star they 'earn' a token for their class; once 15 tokens have been collected the class can have 15 mins on an agreed activity – this could be 15 minutes extra playtime, etc. the reward needs to be agreed by all the class prior to the tokens being 'spent' (eg. a majority vote)

#### **C) Deflect and distract:-**

- Suggest a job / other task / change of location to distract
- Mapping triggers for pupils with known behaviour difficulties and planning for these
- Peaceful places (limited time and authorised only)

#### **D) Reflection and Restorative work:**

- Discussion with staff during break alongside reparation activity
- Amends to be made at breaktime, , resources/learning environments reset, peace path,
- Nurture class (for restorative work or extreme issues and quickly re-integrated back into the classroom – when necessary, pupils may be able to join pre-planned nurture activities
- ELSA/Nurture SEMH work (pre-planned)
- Comfort and forgiveness

#### **E) Sanctions and Consequences:**

- e.g. finishing/repeating class work,
- resources/learning environments reset, peace path,
- 'Community payback' e.g. tidying areas, litter picking, etc.
- Internal exclusion – where a pupil has time away from other pupils either in lesson time or playtime, as appropriate. This is discussed with SLT.
- Fixed term Exclusion – where a pupil has a period of time out of school (see exclusion policy for more details)
- Permanent Exclusion – where a pupil is no longer to attend the school.

### **4) Teaching and promoting positive behaviour choices**

## 4.1 Curriculum:

### Promoting British Values

As a school, we have designed a motivating and meaningful curriculum which we hope will motivate our pupils to love learning and help them to develop the skills and dispositions that will help them in life. Through our curriculum, we promote the fundamental British values of **democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs**. We ensure we actively promote principles and values which:

- Enable children to develop their self-knowledge, self-esteem and self-confidence;
  - Enable children to distinguish right from wrong and to follow school expectations which will prepare them to respect the civil and criminal law of England;
  - Encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the setting is situated and to society more widely;
  - Enable children to acquire a broad general knowledge of and respect for public institutions and services such as fire fighters, health services, libraries, police and green spaces in the locality;
  - Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures;
  - Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
  - Encourage making choices from an early age to support growing understanding and respect for democracy and support for participation in the democratic process,
- Building children's resilience to radicalisation.

As a school, we already have a strong focus on children's personal, social and emotional development. We are committed to doing this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

Staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately and follow the safeguarding procedures when and where concerns are raised. See 'Tackling Extremism and Radicalisation' Policy for further details.

Equal Opportunities Children and adults in Sutton school should not be discriminated against on the basis of race, culture, sex, sexuality, social class, age, mobility, ability or in any other way. We aim to show respect for and appreciation of each other as individuals and to create a positive and caring environment. A consistent approach, understood and followed by everyone involved with the school, is expected.

## 4.2 SEAL – Social and Emotional Aspects of Learning:

The school uses, in conjunction with the PSHE and Citizenship curriculum, SEAL materials to develop social, emotional and behavioural skills. These materials help the children to understand and manage their feelings, which promote good behaviour and effective learning. SEAL focuses on the five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. The key SEAL objectives (emotional barometer calming down and problem solving) are promoted and used throughout the school day.

There are quiet reflection areas for children to go to independently to think about their behaviour and whether it reflects the Christian ethos of the school.

## 4.3 Guidance for Staff:

Staff are trained using Step On, restorative approaches to de-escalate. Further guidance is available in the supplied training materials & in the appendices. Below is a list of general guidance for good classroom practice.

- Know your children.
- Praise is the first line of action to address and support positive behaviour choices
- Be consistent so that there is no feeling of unfairness.
- Discuss problems with colleagues, senior teachers, Headteacher and parents sooner rather than later.
- Ensure that children understand what is expected.
- Ensure the class rules are clearly displayed in the rooms where you teach
- Be mindful of pupils with SEND needs, and those with Behaviour Transformation Plans and ensure that you liaise with the school's SENCO and the child's class teacher so that you know the appropriate personalised strategies to follow for an identified pupil

For further guidance see Behaviour Management Strategies & associated resources in the Appendices.

## 4.4 In class strategies:

### Coloured face system & Dojo Points:

- At the start of the day and of the afternoon session, each child will start on the **green face**.
- If the child misbehaves, the member of staff will issue a **verbal warning** resulting in their name being moved sideways off the green face.
- If the behaviour continues, a warning will be issued and the child's name **moved down to the yellow face**. The child will be asked to reflect on what rule they have broken.
- If the behaviour happens again, the pupil's name will move down to the red face which result in them missing some of their next available playtime according to how old they are (eg. a child of 10 years old will miss 10 minutes). During this time, the child will be asked to reflect upon their behaviour and fill out a **Reflection Form**.
- At the end of each session, each child on the green face is awarded a Dojo Point & Pupils on the Gold star get an 'Aim high' double dojo.  
These will be kept as a record by the class teacher, monitored by the Senior Leadership Team and reported to the Head teacher and Governors.  
However, if a child is constantly getting on the red face, the class teacher may bring it to the attention of the Senior Leadership Team.
- If a child gets onto the red face on more than one occasion, the class teacher will speak to parents about the child's behaviour either via a note, phone call, phone message or in person at the end of the day about why the child has been ending up on the red face. Copies of the second, and any further Reflection Forms will be copied and sent home to the child's parents.

The process in Foundation Stage changes slightly in that the children need a more immediate sanction:

- If a child ends up on the red face, the child will be sent to a reflection spot situated within the classroom.
- The child will then sit quietly and reflect upon their behaviour for the agreed number of minutes (see above)
- After the allotted time, a discussion with the teacher is had about the behaviour and what they would do better next time.
- A Reflection Form is then filled in by the teacher with the child.

In agreement with the pupils and staff, we agree that some extreme behaviours may need to 'bypass' the system outlined above due to their serious nature and will result in the child going straight to red.

These are:

- 1. Insolent and defiant behaviour towards adults / significant disruption to the peace/learning of others**
- 2. Foul or abusive language or actions**
- 3. Racist / homophobic comments – these will be reported to the Local Authority via the PRIDE Site**
- 4. Acts of physical violence**

These behaviours will result in the child and/or staff filling in the appropriate incident sheets & sanctions as set out in the next section and parents being spoken to about the reason their child had ended up on the red face.

The severity of an incident and the circumstances surrounding it need to be considered carefully. Staff who witness behaviour which break the rules should always reprimand the child by following the steps in this policy. If that proves sufficient, no further action will be taken.

However, if the offence is serious, or it follows earlier warnings that have gone unheeded by the pupil concerned, the matter will be reported to the Phase Leader. In some instances, this will not be possible as the class teacher and Team leader may be the same role. In these rare situations, another Phase Leader or the Deputy will intervene and act as the next step in the chain.

## 5) Managing unacceptable behaviour

**5.1 - Our whole school approach** to managing unacceptable behaviours is to engage pupils in restorative thinking in order to:

- explore 'what happened?' (tell the story)
  - explore 'what were people thinking and feeling at the time?'
  - explore 'who has been affected and how?'
  - explore different responses and 'what do these look like?'
  - explore 'how can we repair relationships?'
  - summarise what we have learnt so we are able to respond differently next time.
- The depth to which these are undertaken is dependent on the circumstances and 'level' of the behaviour. At the most basic level, pupils are encouraged to reflect on the rule being broken, right through to the highest level, where pupils are supported to reflect in full on the impact and consequences of their behaviour and engage with restorative, reparation work to make amends and restore relationships.
- The breaking of our school rule and breach of our code will result in a pupil entering the behaviour system.
- School staff are committed to challenge the behaviour of any pupil which involves physical violence or abuse, threats, verbal abuse, theft and damage to personal or school property. This includes all forms of bullying or racism.
- Actions by staff are based on important principles:
  1. It is the inappropriate behaviour that is rejected, not the child.
  2. Adults should keep the situation calm.
  3. A child's success at reducing inappropriate behaviour should be acknowledged.
  4. Children must be guided to accept responsibility for their actions and their consequences, both intended and unintended.
- 'Low level' behaviour incidents remain the responsibility of the class teacher to be dealt with as part of the class community. It is important that a positive, 'problem solving' approach is consistently applied where pupils display challenging behaviour and that they believe that adults genuinely want to help them to improve their behaviour.
- There are times when pupils may demonstrate behaviour which has a negative impact on their learning and on the learning of their peers and this needs to be dealt with in a clear, systematic and structured manner so that all children are very clear about the consequences of their behaviour.

### 5.2 The Management of pupils who interrupt/disrupt learning in lesson times:

- Every child has the right to learn without interruption. This procedure is therefore available if interruptions occur, although there is an expectation that incidents will normally be resolved at stage 1 within the classroom using the coloured face system
- We avoid wherever possible the punishment of a whole group of children and encourage flexibility in the application of sanctions to suit individual circumstances.
- However, there are times when pupils may demonstrate behaviour which has a significantly negative impact on their learning and on the learning of their peers and this needs to be dealt with in a clear, systematic and structured manner so that all children are very clear about the consequences of their behaviour. It is imperative that this is dealt with in a firm but supportive way in order to reduce risk and change behaviours.



- The procedures of the behaviour policy 'steps system' are based on staff offering pupils positive choices or consequences for the children. If behaviour escalates, staff use a range of de-escalation scripts and strategies and choices are expressed not simply as a warning, but as a 'chance to get it right' and improve their behaviour.
- Staff must use their best judgement as to the strategies and choices offered, as some strategies that may help avert the behaviour path exhibited by the child may be tried, however these will be dependent on each child and each situation as sometimes a child may already be past the point of the strategies being able to be applied.

### 5.3 Time-Out in class & partner classes:

- Children are given 'reflection time' in class to calm down/restore (typically 2-5 mins) and are usually then ready to make any necessary amends such as apologising etc and return to working with the rest of the class. This may be in a reflection area or at a work station in the classroom. In some cases, time in one of these areas just outside of the classroom may be appropriate.
- Best practice is to ensure that you are explicit about the behaviour that needs to improve, with reference to the 'Respect' rule or Superstar Seven.
- The reflection area and/or work stations should be appropriate, given that some children may be angry or have challenging emotional issues (currently the school is developing a bank of consistent resources to have in a reflection area to aid emotional restoration, as well as personal reflection and prayer)
- If time away from others in class is not having the desired effect, time in a partner class may be more appropriate (typically 10 mins; or 5 mins for KS1 pupils).
- Children go to another class for reflection, where they are invited to observe 3 things they notice about pupils who are 'staying on green'. At the end of the time they then return to their own class to be greeted with a smile and a 'fresh chance' and asked what three things they noticed about pupils staying on green. We should always remember that being sent to another classroom for poor behaviour is a significant emotional event, particularly for younger pupils in KS1. Pupils should be supported in this, so as not to feel ostracised, though at the same time they should also understand that this is still the 'consequence' for behaviour which has been deemed unacceptable.
- Pupils should be sent to the other class accompanied by a 'supportive' member of the class. They should not be sent to a class where they have a sibling.

### 5.4 'RAG' (Red, Amber, Green) Support Cards:

Each class has a green, yellow & red card which they will send with a carefully chosen pupil to other members of staff to ask for support. Staff are actively encouraged to use these frequently, especially the green and yellow cards – SLT visiting classes must be seen as a positive thing, rather than only in response to unacceptable behaviours.

- Green cards - pupils will receive praise especially for those children who are normally demonstrating challenging behaviour, however this is balanced and a range of pupils are sent with green cards to share their learning with senior staff and/or those in other classes.
- A yellow card is used when SLT or staff in a partner class can be made aware and can help reinforce in order to nip escalating behaviour in the bud, or where a particular child is beginning to demonstrate more challenging behaviour and support is required.

- A red card is sent to SLT if there is an emergency situation that requires urgent SLT support. A member of staff will come immediately in this instance. It is imperative that use of cards of any colour are not seen as reactionary, and that when red cards are used staff maintain a calm response at all times.

## 5.5 Management of challenging behaviour:

- If the steps outlined above are not effective and/or behaviours seem to be escalating to a challenging level then further de-escalation strategies should be employed and staff are advised to make use of the RAG support cards, using a yellow card if they feel that they would like support to re-inforce Step On approaches outlined in training, or if they feel that there is a risk of behaviours escalating further to harmful levels, whereby a red card would be necessary. It is advisable to use these at the earliest opportunity so that SLT can support at an early stage.  
It is important to reinforce with children that these are support cards – not a ‘naughty/you’re in trouble’ card.
- When challenging behaviours arise it is important that staff maintain a calm and non-reactive manner. Every effort will be made to resolve conflicts positively. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches will be taken according to the circumstances of the incident

### 5.6.1 De-escalation:

- Staff are trained in using Step On approaches and make use of ‘scripts’ and a number of de-escalation strategies to de-escalate and restore ‘Pro-Social’ behaviour as soon as possible, rather than behaviours escalating to the point where harm is caused.
- Faced with challenging behaviours, if safe to do so, staff approach pupils, or maintain good distance if more appropriate. Staff are trained in using a ‘de-escalation stance’ in which their body language is non-confrontational and are encouraged to consider their height and whether getting down to the child’s level is appropriate.

#### De-escalating body language

- outside of an outstretched arm
- good distance
- sideways stance
- leaving an open door
- relaxed hands
- managing height

#### De-escalation principles

- use the student’s name
- acknowledge their right to their feelings
- tell them why you are there
- offer help
- offer a ‘get out’ (positive phrasing)

### 5.6.2 - Example basic de-escalation Script & principles:

## De-escalation script

- child's name
- I can see something has happened
- I am here to help
- talk and I will listen
- come with me and.....

## De-escalation principles

- use the student's name
- acknowledge their right to their feelings
- tell them why you are there
- offer help
- offer a 'get out' (positive phrasing)

### 5.6.3 – Positive Phrasing:

Faced with challenging and/or sustained behaviours, staff make use of 'Positive Phrasing' and language that offers limited choice, disempowers the behaviours and if necessary, makes potential consequences explicit:

#### Limited choice

- Where shall we talk, here or in the library?
- Which task, a or b?
- Put the pen on the table or in the box.
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?
- Work with Mark or James.
- The written description first or find the illustrations?

#### Disempowering the behaviour

- you can listen from there
- come and find me when you come back
- come back into the room when you are ready
- thank you for your input
- that's an interesting point, thank you for sharing it
- I can hear you are really passionate about that

### 5.6.4 - Suggested scripts:

#### With younger children:

Positive phrasing:

Come sit next to me for a story.

Limited choice:

Would you like to sit on the chair or bean bag?

Disempowering the behaviour:

You can listen to the story from there.

Consequence:

We will check you understand the story before going out for break time.

#### With older children:

Positive phrasing:

We need to complete the task by break.

Limited choice:

You can work with a friend or on your own.

Disempowering the behaviour:

You can choose to finish it later.

Consequence:

If it is not completed, you will need to arrange time with me to complete the work before accessing the next module.

Where Physical Intervention is necessary to support, guide or escort a pupil, it is essential that staff communicate their intention – e.g. We are going this way to keep everyone safe

At Sutton, we recognise that risk assessment needs to be addressed more formally and individually in light of each pupil and their activities.

Where pupils demonstrate behaviour that is deemed a 'risk', then an individual risk assessment may be completed and attached to the BTP (Behaviour Transformation Plan).

## **6) Physical Contact, Physical Intervention & Positive Handling**

### **6.1 - Use of Reasonable Force:**

This policy is in line with recommendations from the DfE advice document 'Use of Reasonable Force in Schools: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

This documents states that:

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to:

- prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

### **6.2 – Definitions:**

**6.2.1 - Physical Contact** - *Situations in which proper physical contact takes place between staff and pupils, e.g. in sports/PE or to comfort pupils.*

**6.2.2 - Physical Intervention** - *This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.*

**6.2.3 - Positive Handling** - This will involve the use of reasonable force when there is a risk to pupils, staff or property or if good order is being seriously prejudiced. All such incidents will be recorded.

### **6.3 - Examples of where touching a pupil might be proper or necessary:**

- Holding the hand or having a hand on the shoulder of a child when walking together around the school
- When comforting a distressed pupil; to comfort a student in distress (so long as this is appropriate to their age and understanding)

- When a pupil is being congratulated or praised
- To give first aid or intimate care (see intimate care policy for further guidance)
- For activity reasons:
  - To demonstrate how to use a musical instrument or drama/dance instruction
  - To demonstrate exercises or techniques during PE lessons or sports coaching

## 6.4 – Examples of Physical Intervention approaches for supporting, guiding or escorting:

- To escort a pupil away from a situation whereby behaviours are likely to escalate to harmful levels
- To stop the person from engaging in any behaviour that is prejudicial to maintaining good order and discipline.
- Where a pupil is liable to cause significant emotional or physical harm to other pupils, staff or themselves, staff are trained in using Step On Physical Intervention strategies. This is essentially steering and guiding pupils to a location where they are able to calm and restore emotionally. Staff have been shown a number of strategies, however at Sutton School we use what we call a ‘supportive hug’, ‘supportive arm’ and ‘closed mitten’ hand shapes to guide and escort pupils – however this is only when necessary and other de-escalation strategies have not been effective and remaining in the location is liable to cause further harm.
- Should an emergency situation arise and a situation becomes dangerous, staff are trained to use de-escalation body language and de-escalation scripts and if pupil behaviour poses significant risk and it is necessary, to remove other pupils to a place of safety and themselves withdraw to a safe distance should an emergency situation arise.
- Further details as to the Physical Intervention strategies that staff are trained to use is available on request, as well as a list of staff who have been trained.

## 6.5 – Examples of how Positive Handling may be used and when necessary:

There are situations when restrictive physical intervention may be necessary, for example in a situation of clear danger and extreme urgency. In which case, staff are able justified in using the safest means available to them, using the minimum amount of force for the shortest amount of time necessary.

The legal defence for the use of force that is based on evidence that the action taken was: **Reasonable, proportionate and necessary.**

- To avert danger to the student, other persons or significant damage to property
- Positive handling will be used only when all other strategies been considered and therefore only as a last resort
- Staff will take steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion
- Staff should use the full range of de-escalation scripts
- Only the minimum force necessary will be used, for the minimum time necessary
- Staff should communicate intention – e.g. [We are going this way to keep everyone safe](#)
- Staff will be able to show that the intervention used was a reasonable response to the incident

Should a situation arise in which restrictive physical intervention be necessary, after reviewing the incident and discussing with staff, the Headteacher and/or SLT will undertake an audited need evaluation alongside other staff

involved in supporting the pupils to review whether the pupil needs may require further, specialist training of staff whereby they are likely to need to use Restraining Physical Intervention in future, or whether other means of de-escalation are sufficient.

**Procedures are in place for supporting and debriefing the child after every incident of physical intervention or positive handling as it is essential to safeguard the emotional well-being of all involved at these times.**

- Where pupils's behaviour patterns indicate there may be risk of repeated need for Physical Intervention or Positive Handling, this should be highlighted on their BTP and the pupil should experience (as appropriate) positive physical engagement with staff (e.g. supportive hugs when they have done a good job or to celebrate good learning), mindful of appropriate levels of physical contact. This should be monitored by SLT through observation of general practice as well as pupil voice to ensure appropriate.

The aim of positive handling is "not punishment or control but to support safe learning for everyone.

## **6.6 – Training, confidence and staff responsibilities:**

- The Headteacher is a trained 'Step On Mainstream Steps Tutor' and is able to teach Step On to practitioners within Sutton School and mentor, coach and support them in applying safe practice.
- Positive Handling training is made available to all staff working with children and is the responsibility of the Headteacher. All staff are offered training, however only certain members of staff have received the full Step On package and are awaiting certificates as accredited Step On Practitioners.
- No member of staff will be expected to undertake positive handling without appropriate training or support. Should staff be supporting pupils where a level of physical intervention is required, prior to the provision of training, clear guidance will be given on action to be taken and close mentoring and support offered until full training can be undertaken.
- Staff are trained to evaluate their confidence levels in situations that may arise and to call for support in situations where they feel they need support from a more experienced colleague through use of the radios and/or RAG cards.
- Staff are urged that if they feel anxious or concerned, or in a physical condition in which they could be at increased risk of harm they should 'OPT OUT'.
- Staff are trained on the legal defence for the use of force that is based on evidence that the action taken was: **Reasonable, proportionate and necessary**
- Staff are trained on the difference between unsafe (e.g. those that pose elevated risk to pupils or staff), safe, safer and safest methods of physically intervening with pupils, as well as the difference between Physical Intervention and Restraining Physical Intervention.
- Both in training and in practice, staff are urged to share existing injuries and physical status that could pose a health and safety risk. Where this may be the case a risk assessment should be talked through and other staff made aware that particular staff members are not to engage in situations
- Staff are trained and urged to guard against the risk of injury to themselves and to act in a way that prevents injury to others.
- **Staff are trained and urged to not place themselves at risk by physically interposing themselves between pupils or blocking a pupil's path** and are trained in using non-confrontational body language that is not 'toe to toe, eye to eye' but 'to the side' and 'offering a path'.
- Staff are trained that should an emergency situation arise in which pupils and or staff could be harmed, staff should remove other pupils to a place of safety and maintain and/or withdraw to a safe distance.

- Staff are responsible for reporting any subsequent injury or adverse event. In the event of injury, leaders will investigate and ensure that appropriate risk assessments and plans are in place to ensure staff are safeguarded and further training, coaching or support is put in place so that risk of further incident is reduced.
- Should the need for Positive Handling regularly be necessary, or the need for Restraining Physical Intervention become apparent, The Headteacher will undertake an audited need evaluation alongside other staff and SLT to review whether pupil needs may require further, specialist training of staff whereby Restraining Physical Intervention may be necessary – in which case specific staff members will be trained in use of appropriate Restraining Physical Intervention techniques by a specialist ‘Step Up’ trainer thereby be authorised to undertake such action as necessary.

## 7) Scaling and Sanctions/Consequences

### 7.1 – Guidance

- This policy is informed by the DfE’s guidance on ‘Behaviour and discipline in Schools’  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

*‘Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil.’*

- As a restorative school, we aim to ensure that rather than simply ‘punish’, the consequence is designed to go towards making amends for what has happened. Extensive research evidence shows that a restorative approach and applying consequences that are linked to the rule breach are more likely to reduce re-occurrence, and reduces bullying. For further guidance see our bullying policy.

### 7.2 Consequences:

Further Step On guidance on consequences is below:

<div>Consequences</div> <ul style="list-style-type: none"> <li>• a conclusion derived through logic</li> <li>• something that logically or naturally follows from an action</li> </ul>	<div>Protective consequences:</div> <ul style="list-style-type: none"> <li>• removal of a freedom to manage harm</li> </ul> <div>Educational consequences:</div> <ul style="list-style-type: none"> <li>• the learning, rehearsing or teaching so the freedom can be returned</li> </ul>
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Protective consequences	Educational consequences
<ul style="list-style-type: none"> <li>• increased staff ratio</li> <li>• limited access to outside space</li> <li>• escorted in social situations</li> <li>• no availability of minibus/car</li> <li>• differentiated teaching space</li> <li>• exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• completing tasks</li> <li>• learning required skills</li> <li>• rehearsing</li> <li>• assisting with repairs</li> <li>• research</li> </ul>

- Class teachers are responsible for ensuring that consequences are undertaken and that the necessary reparation work is undertaken. This may be supervised by Teaching Assistants, however clear guidance should be given.
- Consequences may differ, depending on the circumstances of the incident and the needs of the pupil, however it is vitally important that our use of consequences is consistent, even and fair. Therefore use of the 'Scaling' system ensures that pupils and staff are consistent in their interpretation of 'low' and 'high' levels of unacceptable behaviour and that consequences are reasonable and even handed.

### 7.3 – Incident Scaling:

- All behaviour incidents that are beyond 'day to day' classroom/playground management should be scaled using the Scaling & Sanctions sheet in appendix 2.2 and are pasted below for reference. Staff record the specific behaviours and level of harm to indicate the seriousness of the incident in order to ascertain the appropriate level of sanction discuss and agree the appropriate consequence (as outlined below) and recorded on My Concern so that SLT can monitor behaviour effectively. The resources in the appendices outline the systematic approach to managing and supporting pupils to take responsibility for their behaviour choices.



### Incident scaling and sanctions

	Disruption to learning or peace	Emotional harm	Physical harm
<b>1</b>	<ul style="list-style-type: none"> <li>• Interruption</li> <li>• Making distracting noise without realising</li> <li>• Going near another's calm space</li> <li>• Not following instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Facial expression implying put down</li> <li>• Negative comment about another or their work etc.</li> <li>• Rudeness to staff or pupils whilst emotional (apologised)</li> </ul>	<ul style="list-style-type: none"> <li>• Accidental knock, push or shove</li> <li>• Unwanted physical contact</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Interference with peace or work of another (being in or around another's calm space, despite warnings)</li> <li>• Repeated interruption that leads to loss of learning and lack of respect for learners and staff</li> <li>• Being in another's calm space</li> <li>• Making sounds with the intention of distraction</li> <li>• Refusal to follow instructions/stay in defined areas</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal or non-verbal insult</li> <li>• Swearing of any kind</li> <li>• Repeated rudeness to pupils or staff and/or not fully apologised for</li> <li>• Derogatory remarks about pupils or staff that are inconsiderate of the emotional damage to others</li> <li>• Encouraging others to make poor choices in their behaviour</li> <li>• Aggressive language or gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Accidental knock, push or shove due to unsafe behaviour</li> <li>• Forceful unwanted physical contact</li> <li>• Graffiti or damage to property</li> <li>• Throwing projectiles</li> <li>• Unkind physical contact (e.g. poke, pinch, nip etc)</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Behaviour in the classroom that leads to loss of learning for many or all, requiring time out of class for learning to recover</li> <li>• Disruption to the working of the school (e.g. staff needed to deal with incident)</li> </ul>	<ul style="list-style-type: none"> <li>• Swearing, shouting and significant rudeness directly at someone.</li> <li>• Derogatory remarks, aggressive language or actions that can make others fearful/distressed</li> <li>• Deliberate intimidation or incitement to disrupt peace/learning/ environment etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Purposeful aggressive physical contact (e.g. shove, push, slap, kick etc.)</li> <li>• Throwing projectiles that carry risk to the safety to others</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Behaviour leading to significant disruption loss of learning (e.g. class having to be re-located)</li> <li>• Significant disruption to the working of the school (e.g. staff needed to deal with incident)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated emotional harm as noted above, with the intent to undermine, intimidate upset, distress or anger another (S.T.O.P. bullying – see bullying guidance)</li> </ul>	<ul style="list-style-type: none"> <li>• Violent physical contact causing significant harm/injury</li> <li>• Unsafe behaviour putting self or others at risk</li> <li>• Throwing projectiles that carry significant risk, or with the intent of causing damage or injury</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• As above, whereby class and school need to adapt routine in order to recover from incident</li> </ul>	<ul style="list-style-type: none"> <li>• As above, including physical harm</li> </ul>	<ul style="list-style-type: none"> <li>• Violence causing significant physical or emotional harm</li> <li>• Any unsafe physical behaviour putting self or others at risk of serious harm or injury</li> </ul>

#### 7.4 – Further guidance on using the scaling system:

- Staff scale and categorise behaviours to ensure that sanctions applied are fair and consistent with the level of harm caused.
- Most behaviours at levels 1 & 2 are usually dealt with within the regular behaviour system of coloured faces, verbal reprimands and use of reflection forms, 'sorry' cards or letters and/or use of the 'peace path'
- 'Higher level' behaviours at level 3, 4 & 5 should incur some form of internal exclusion – this may mean time missed from lesson time or more extensive playtime being missed, as appropriate and proportionate and would include reparation work, as appropriate to the behaviour and harm caused.

- Repeated 'lower level' behaviours at levels 1 & 2 may also lead to a short internal exclusion with reparation work, as appropriate to the behaviour and harm caused.
- Repeated behaviours at any level may lead to playtimes and/or lesson time being limited in order to lessen impact on the play and learning time of others.
- Each significant incident (e.g. level 4 & 5) is discussed with SLT and decisions about exclusions, sanctions and consequences are made alongside SLT, using the LA advised HT checklist and only as a last resort.
- Fixed-term Exclusions can only be made by the Headteacher or an SLT member acting with agreement of the Headteacher and/or Governors.

## 7.5 – Further guidance on applying consequences:

- At Sutton we use the following list of consequences which are in line with DfE and Step On guidance:
  - Unfinished work/lost learning time being made up at break time
  - Repeating unsatisfactory work until it meets the required standard
  - The setting of written tasks (as appropriate to the writing ability of the pupil) may be appropriate if is linked to the behaviour incident - such as a sorry card or letter or an essay about safe play etc – and takes place in the pupils' break time.
  - Reparation work – restoring learning areas/resources that may have been harmed/disrupted
  - Repairing and restoring relationships through facilitated use of the 'Peace Path'
  - School based 'Community service' or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
  - Internal exclusion, where behaviour leads to the need for time away from other pupils in order for the learning to recover and more extensive reparation work to be undertaken.
  - Limited playtimes or time in class – this may be necessary where there have been repeated incidents at break time or in the classroom and the pupil needs to have the opportunity to 'break the cycle' of negative behaviour.
  - In some cases, a special contract, in the form of a report book, will be drawn up and targets issued to improve behaviour.
- Consequence sanctions may be undertaken the child's break time and/or in lesson time as deemed appropriate and are decided based on the context of the situation.
- Sometimes these may involve time in Celestine room where pupils are supported to reflect on their behaviour choices – however time in Celestine room is not a consequence in itself and should not in any way seem like a punishment.
- If the above are not having an impact and the behaviours still persist, the Deputy Headteacher and/or Headteacher may intervene and further action may be taken in order to reduce risk of exclusion/further exclusion. , Parents will be invited in to discuss the situation further.
- In more extreme cases we may use temporary (Fixed-term) or permanent exclusion, however this can only be sanctioned by the HT and should be a last resort only.
- The behaviour of the child will be monitored but if there are still no improvements and behaviours pose a risk of harm that is difficult to sustain support with, then a temporarily reduced timetable may be deemed necessary whereby it is agreed that the pupil attends school on a part-time basis for a short while in order for strategies to have an impact and the pupil is able to access school in an emotionally stable state – however advice on this will be sought from a representative of the Local Authority, usually a SEND Specialist Teacher.

**In such cases there will always be a plan to re-integrate the pupil back into full time education as soon as possible.**

- Where the behaviour is deemed to be higher 'risk' eg physical harm or significant distress/disruption caused then a risk assessment will be undertaken and with support of the team working with the pupil, formulate a support plan for the child – called a 'Behaviour Transformation Plan using the resources 2.4-2.6. Wherever possible this will be with parental involvement and will be shared with parents. We may also seek further advice from outside agencies eg. Specialist Teaching Team.

## 7.4 – Reparation – A restorative approach:

*"An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment."*

**Wright 1999**

Reparation work is always part and parcel of consequences, in order to promote pupil and staff understanding of behaviour and therefore any opportunity to talk through what has happened, and how this behaviour can be avoided next time is always taken. This may be immediately after the event, or when the individual or individuals have reached a place where they are able to have that discussion, using the resources in the appendices (2.1 – 2.3)

- During an incident the child's behaviour may be influenced by feelings such as anger, frustration, disappointment etc.
- The purpose of reparation is to support the pupil to reflect, repair and restore and to re-visit the experience with the child who is now calm, relaxed and reflective. This creates an environment within which understanding and learning can develop to equip the child with more pro-social responses to similar situations.
- Reparation – as outlined at the beginning of this section, our restorative approach:
  - focuses on harm that has been caused
  - how the harm can be repaired
  - looks at experiences, feelings and behaviours and identifies needs
  - plans to ensure risk reduction for the future
  - engages pupils in restorative thinking in order to:
    - explore 'what happened?' (tell the story)
    - explore 'what were people thinking and feeling at the time?'
    - explore 'who has been affected and how?'
    - explore different responses and 'what do these look like?'
    - explore 'how can we repair relationships?'
    - summarise what we have learnt so we are able to respond differently next time.
- The depth to which this work is undertaken is dependent on the circumstances and 'level' of the behaviour. At the most basic level, pupils are encouraged to reflect on the rule being broken, right through to the highest level, where pupils are supported to reflect in full on the impact and consequences of their behaviour and engage with restorative, reparation work to make amends and restore relationships.

## 8) A Nurturing approach:

At Sutton school we recognise that mental health has a large part to play in supporting pupils with their behaviour. We are committed to a restorative approach, alongside our commitment to the Mentally Healthy Schools agenda.

This policy is written with due regard to the DfE Guidance: 'Mental health and behaviour in schools'

[Ref. DfE 00435-2014 (March 2016)] which clarifies the responsibilities of the school, outlines what we can do and how to support a student or young person whose behaviour – whether withdrawn, anxious, depressed or otherwise – may be related to unmet mental health needs.

It makes clear that schools should be safe and affirming places for all children, where they can develop a sense of belonging and feel able to trust and talk openly with adults.

As part of this, we have invested significantly in:

- training and resources for staff and pupils to make use of in class and around school
- setting up and resourcing of a dedicated nurturing room
- employing a dedicated SEMH TA (Social, Emotional, Mental Health Teaching Assistant),
- training and resources in order to undertake this therapeutic approach to teaching self regulation skills in order to reduce anti-social behaviour and promote a pro-social attitude among staff and pupils.

As part of Step On training, staff are trained to recognise how:

- Negative experiences create negative feelings.
- Negative feelings create negative behaviour.
- Positive experiences create positive feelings.
- Positive feelings create positive behaviour.

At Sutton School we are working to ensure that our work is underpinned by the six principles of nurture practice:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.
- Nurture / therapeutic practice is firm as it is fair, and at Sutton we strive to ensure that whilst every effort is taken to understand and forgive unacceptable behaviour, exploring the roots of behaviour in order to support pupils, consequences are still undertaken in order to make sure that pupils take full responsibility for their actions and they are able to make amends for any harm caused.
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## **9) Peer on peer abuse**

All forms of peer on peer abuse are taken extremely seriously at Sutton School and recorded and reported according to our safeguarding policy.

### **9.1 – Physical assault:**

All instances of physical assault automatically result in an internal exclusion & staff undertake the appropriate reparation work with both/all parties. Parents of all parties must be informed on the day, wherever possible in advance of the end of the school day.

## **9.2 – Peer on peer abuse - Bullying:**

This policy is supplemented by our anti-bullying policy.

We use resources and tools from the Anti-Bullying Alliance (ABA) to support our work.

We take care to investigate all instances of peer on peer abuse and/or bullying and are careful to differentiate between hurtful/unkind behaviour that may be repetitive and bullying using the definitions as outlined in the policy and National guidance from the Anti-Bullying Alliance: ***the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.***

Whilst incidents of bullying are very rare, we take an extremely strong line on all incidents of bullying, including prejudice based bullying. We encourage pupils, parents and staff at all times to speak out about and address bullying or ongoing patterns of behaviour that are causing distress, as early as possible so that all pupils can be supported in addressing the behaviours and underpinning feelings involved.

## **9.3 – Prejudiced antisocial behaviour:**

Our pupils are taught to identify and be prepared to challenge different types of bullying, including:

- Racist bullying
- Cyber bullying
- Homophobic Bullying
- Verbal Bullying / Name Calling
- Physical Bullying

All incidents of prejudice based bullying are recorded and 'risk-assessed' and appropriate action taken on this basis.

All Racist incidents are reported to the Local Authority in line with their procedures

# **10) Around School**

Positive behaviour in the playground is just as important as anywhere else in the school.

We will invest significantly as a school to ensure that:

## **10.1 – At morning playtime:**

- At least three teachers should be positioned strategically around the playground
- Two-three Teaching Assistants should be monitoring / keeping an eye on the playground and one should be in the medical room.
- Adults should be appropriately 'spaced out' around the playground so that monitoring of behaviour is comprehensive and there can be swift intervention where any issues arise.
- Any instances of play-fighting or similar behaviour must be addressed immediately.
- At the end of playtime, the whistle is blown to signify the children to stop and find a space. The children are then dismissed on different 'Waves' to allow less congestion in the cloakrooms. The expectation is that the children will walk to their classroom and will not enter the classroom unless there is an adult in the room.

## **10.2 At lunchtime:**

- At lunchtime, serious incidents are rare, and most issues are resolved by the staff on duty at lunchtime.
- Staff are skilled at supporting children to de-escalate and resolve disputes when they occur. Although serious incidents at lunchtime are rare, an assigned member of SLT will always be 'on call' to provide support, particularly if there is a serious incident.

- Celestine room and the library are available for pupils who might benefit from being given the opportunity to come off the playground and reflect on their behaviour. Sometimes this will be particularly helpful for more vulnerable pupils, including those who may have emotional regulation difficulties, in order to give them time to calm down.
- If a pupil is having difficulty making the right choices at playtime and/or they are consistently causing harm then their lunchtime may be limited until such time as they are able to make positive behaviour choices.
- If children persistently misbehave a meeting is requested with the Class Teacher and parents or carers and further reparation work and consequences may be necessary.

The same rules are applied during Key Stage 1's afternoon play.

## 11) Absconding

### 11.1 – Definitions:

<p>To abscond is to 'leave without permission'. This could mean a child leaves the school building, yet remains in the grounds, or leaves the school grounds.</p> <p>It could also mean where a pupil leaves the site without permission.</p>	Internal Absconding	External Absconding
	Internal absconding - where the pupil leaves the care of the responsible person without permission but remains on the school site.	External absconding - where a pupil leaves the school site without permission.
	Where a pupil leaves a lesson without permission but remains on the school site.	Where a pupil leaves an offsite provision without permission.  E.g. curriculum swimming, alternate education provision, etc.
	Where a pupil leaves a club run on behalf of the school without permission but remains on the site..	Where a pupil leaves a defined area or supervision of the responsible adult without permission.  E.g. when undertaking fieldwork or on an educational visit..
	Where a pupil leaves extended services provision without permission but remains on the site.	Where a pupil leaves the designated transport provided for them without permission,  E.g. transport between split sites, to and from specialist provision.

### 11.2 – Actions to be taken in the event of a child absconding but remains on site:

- In these circumstances, a pupil will not be pursued by staff or forced back into the school.
- Staff will remain at a safe distance, keeping the child in sight, using de-escalation scripts and strategies.

- It may be appropriate to withdraw and encourage the pupil to make the right choice to come back inside, staff making clear that they will be waiting for them to make the right choice – however **staff must maintain visual observation at all times.**
- Interventions should only be attempted by staff only if the pupil is a danger to themselves or others. Any damage to property may be charged to the child's parent(s) / carer(s).
- Staff will also consider the pupil's age, vulnerability and demeanour when considering decisions to be taken. Staff will support each other in care and decisions to be made.

### **11.3– Actions to be taken in the event of a child absconding and leaving the school site:**

- If a child makes to leave the school site, all efforts to de-escalate should be employed, making clear the consequences of absconding and the HT or DHT should be informed immediately.
- In most cases it is not appropriate for pupils to be followed, especially not chased as this only increases anxiety and escalates behaviours further, and in all likelihood causing the pupil to run further/faster which in turn places them at increasing risk, as well as staff.
- The decision as to whether or not to follow a pupil should be made in consultation with the HT or DHT and should be based on dynamic risk assessment.
- **Active pursuit of the pupil should not be considered.** This may make the pupil panic possibly putting himself / herself into immediate danger. Staff will instead try to follow, keeping the pupil in sight and at a safe distance.
- Any staff who leave the school grounds should take a mobile phone with them and not put themselves or the child in danger at any point.
- Staff to inform headteacher, or a member of SLT and the office straight away.
- Consider if there is a member of staff who has a good connection with the pupil, who can support the absconding pupil.
- School office to phone parents and police. Every attempt to contact parents and police should be recorded.
- Once the child has been found, the member(s) of staff will use their professional judgement to inform how they respond to support the child.
- The headteacher, or member of SLT, will brief parents and police, if necessary.
- Upon his/her return to school, and when calm enough to do so, the pupil will meet with a member of SLT, so that reasons for the absconding can be understood. A support plan for the individual may need to be considered along with sanctions appropriate for the pupil's needs.
- If the pupil returns to school of their own volition, parents and police to be phoned by the office. Parents will always be informed if their child absconds from the school. All incidents will be recorded
- In some circumstances it may be appropriate to use Positive Handling techniques to prevent a child from putting themselves at risk, however as with any instance where they may be the case, this should only be employed if it can be evidenced that the action taken was: **Reasonable, proportionate and necessary.**

- Where there is foreseeable risk of absconding, this should be risk assessed and the BTP should make clear the Positive Handling plan that has been drawn up and agreed with parents.

## **12) Recording incidents & monitoring of behaviour**

- The school uses 'My Concern' cloud based software to record significant behaviour incidents as well as safeguarding concerns.
- All staff are provided with log-ins and trained in how to report a concern, update a concern, link pupils and add pertinent information on the following:
  - Date, time and place of incident
  - A brief description of the incident and actions taken
  - Attempts made to de-escalate/calm the situation
  - Names of witnesses
  - Summary of action taken to restore and address in terms of consequences/reparation
- All incidents requiring Positive Handling/Restraining Physical Intervention are recorded in clear detail as above, and parents must be informed, as well as recording which member of staff is responsible for informing parents.
- Following recording, SLT monitor and assign categories and follow as appropriate/necessary, monitoring ongoing behaviour issues.
- Where necessary, parents are to be informed to issues with behaviour by the class teacher, unless there has been significant SLT involvement, in which case SLT may make contact instead.
- Where an exclusion is necessary the Headteacher or Deputy only make the call (unless there is good reason for this to be delegated to alternative senior staff).
- SLT will undertake monitoring of behaviour records on an ongoing basis and summarise behaviour data termly (minimum) with close monitoring of pupils who are facing significant challenges, with particular regard to pupils with SEND, monitoring alongside the SENDCo.

## **13) Use of Radios**

- Sutton staff make use of radios to maintain communication between staff when managing behaviour around school, as well as other uses.



- Given that there are various uses for these and they are now in wider use, use of different channels and/or codes are under development, however this policy outlines the use of radios to support the management of challenging behaviour.
- Where a member of staff requires support with managing a challenging situation, they hold the button down and speak clearly whilst using the de-escalation script, adding their location so that supporting staff can arrive quickly to support.

## **14)Monitoring & Review of this policy**

- This policy will be monitored by the Senior Leadership Team who will report repetitive or serious incidents to the Headteacher.
- This policy will be reviewed by all members of the School Council, Teaching Staff and Governing Body at the start of each academic year.
- This policy may be reviewed and amended during the academic year as deemed necessary by SLT and/or Governors and changes communicated to staff and parents.

## **In year amendments 2019:**

**Where amendments are made, these will be communicated to pupils, staff, parents and governors and recorded here until the policy is formally reviewed.**

- *March 19: If a child needs 'time out' more than once and is having difficulty making the right choices at playtime then their lunchtime may be limited – this is called **15:15:15** – they have 15 minutes to eat their lunch, 15*

*minutes to be inside in Celestine class where social skills are taught/discussed/re-inforced & 15 minutes taking part in usual lunchtime activities – this is currently under discussion with staff.*

- *March 19: Lunchtimes are currently being re-designed to ensure that it is an enjoyable time for all and adds depth to the curriculum, including a range of meaningful and fun activities that pupils can choose from including sporting activities; team building and competitive games; Art & crafts; Construction & Technology; Performing Arts & use of the Library & reading areas. This involves organising pupils in houses and 'family groupings'.*
- *Medical/First Aid procedures are being reviewed and the use of portable First Aid kits and forms is in development.*

# Appendices

## Appendix 1

### Behaviour Management Strategies – general advice and approaches in the classroom

#### General class strategies:

- Be clear about your learning objectives & keep your lessons paced
- Be organised yourself to stop any opportunities to misbehave
- Be a positive role model by modelling the behaviours you are expecting
- Ensure all pupils are actively listening when speaking to the class – wait till all are listening, using routine strategies to approach this. (A quieter voice encourages better listening)
- Set targets for amount of work to be covered in an agreed timescale within the lesson.
- Remind at intervals e.g. every 10 minutes, half time
- Refer to the school rules regularly (displayed in all classrooms) e.g. At Sutton we choose respect... Is that respecting her by listening well?
- Use a sound-o-meter to make clear expectations of noise levels and promote a quiet, purposeful working atmosphere for all.
- Have a set seating plan that is evaluated regularly to ensure it is working – we encourage a boy/girl seating pattern and/or working partners that enable effective learning (not friendship groups). Ensure supply/cover teachers have seating plan.
- Use non-verbal signals and gestures wherever possible to gain attention, praising good role models that 'stop, drop and look' quickly.
- Use of class dojo to award specific praise for positive learning behaviours.
- Be fair and consistent
- Take time to sort out disagreements fairly
- Have classroom jobs for children in order to develop sense of collective responsibility.
- When sitting to work with a guided group or individual, ensure you can see everyone in the class e.g. have your back to a wall/corner and have view of the classroom. Ask TAs to do the same.
- 

#### Individual strategies/when issue arise:

- Give a child struggling with their behaviour a job to do e.g. be a monitor for books
- Give them a different task while you do your teacher input – e.g. puzzle sheet/book/etc. and then potentially give them the input separately
- Use known interests on which to base support strategies
- Give a clear, controlled choice so that the child is taking responsibility for behaviour & make use of 'choice scripts' – e.g.
  - We need to \_\_\_ shall we do it \_\_\_ or \_\_\_? [choice of location]
  - Let's go to \_\_\_ when we get there would you like to \_\_\_ or \_\_\_? [choice of tasks]
  - We have \_\_\_ & \_\_\_ to do this morning, which would you like to do first, \_\_\_ or \_\_\_? [choice of order of tasks]
- Intervene with 'How can I help you?' it's less confrontational and better than 'Tell me what happened.' If the child does not wish to engage, repeat the 'help script':
  - Hi/\_\_\_[child's name] I can see you are there is a problem.
  - Talk and I will listen.
  - How can I help?
  - Come on let's \_\_\_ [distraction]
- When issues first arise with a pupil, speak with staff who may have taught the child previously – has this been an issue in the past?
- Use a timetable or book to monitor behaviour – are there key times when issue arise? Map anxiety patterns.
- When introducing consequences, ensure that they are reasonable and proportionate and that the reparation element is clear to all – this is making amends for any harm caused.

## Appendix 2:

### Reflection, Reparation and Restorative resources & records:

Packs of the reflection & reparation resources to support pupils and record incidents are in every classroom and outlined below for reference.

2.1a KS1 – pupil incident record (Lower school) to be used after ‘higher level’ incidents.

What happened?

Feelings:-

Thinking:-

Saying:-

2.1b KS2 – pupil incident & reparation record (upper school) to be used after ‘higher level’ incidents

Who? When?

What happened?

Saying

Feeling

Consequence...

- How can you do things differently?
- What do you need to learn?
- How can you pay back?

Actions from here... (To be completed with staff)

Signed:

Signed:

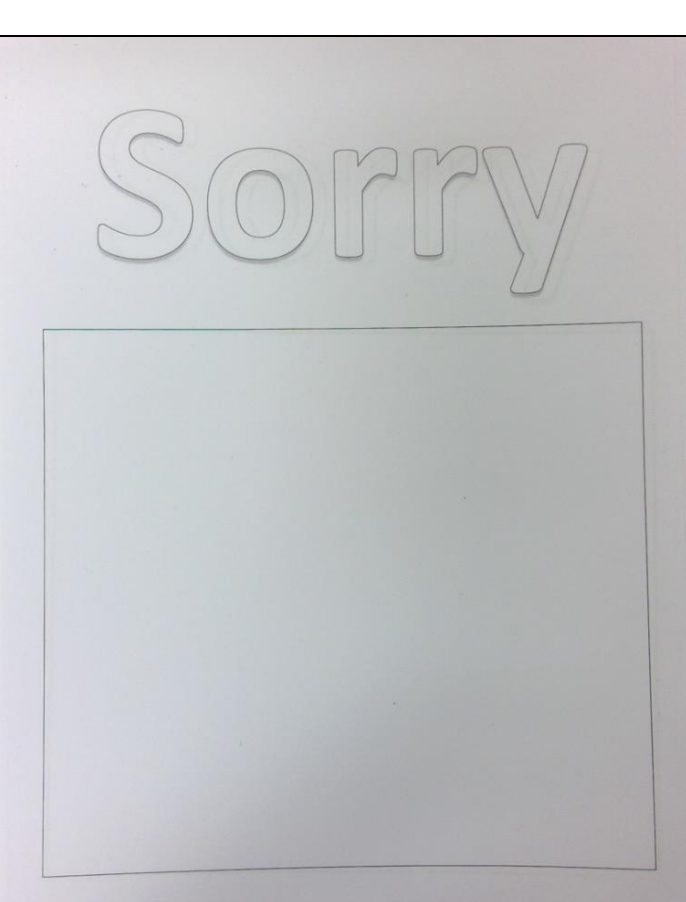
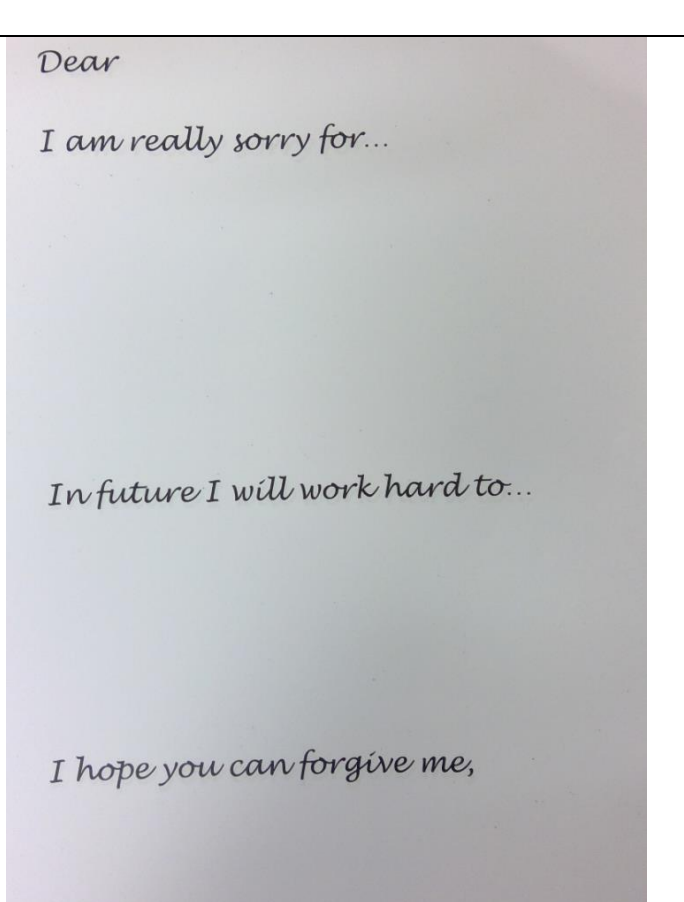
## Appendix 2.2:

### Reflection, Reparation and Restorative resources & records: continued:

2.2 – Scaling sheet – staff record the level of harm to indicate the seriousness of the incident in order to ascertain the appropriate level of sanction, discuss and agree the appropriate consequence.

<b>Incident scaling and sanctions</b>			
	<b>Disruption to learning or peace</b>	<b>Emotional harm</b>	<b>Physical harm</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Interruption</li> <li>• Making distracting noise without realising</li> <li>• Going near another's calm space</li> <li>• Not following instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Facial expression implying put down</li> <li>• Negative comment about another or their work etc.</li> <li>• Rudeness to staff or pupils whilst emotional (apologised)</li> </ul>	<ul style="list-style-type: none"> <li>• Accidental knock, push or shove</li> <li>• Unwanted physical contact</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Interference with peace or work of another (being in or around another's calm space, despite warnings)</li> <li>• Repeated interruption that leads to loss of learning and lack of respect for learners and staff</li> <li>• Being in another's calm space</li> <li>• Making sounds with the intention of distraction</li> <li>• Refusal to follow instructions/stay in defined areas</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal or non-verbal insult</li> <li>• Swearing of any kind</li> <li>• Repeated rudeness to pupils or staff and/or not fully apologised for</li> <li>• Derogatory remarks about pupils or staff that are inconsiderate of the emotional damage to others</li> <li>• Encouraging others to make poor choices in their behaviour</li> <li>• Aggressive language or gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Accidental knock, push or shove due to unsafe behaviour</li> <li>• Forceful unwanted physical contact</li> <li>• Graffiti or damage to property</li> <li>• Throwing projectiles</li> <li>• Unkind physical contact (e.g. poke, pinch, nip etc)</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Behaviour in the classroom that leads to loss of learning for many or all, requiring time out of class for learning to recover</li> <li>• Disruption to the working of the school (e.g. staff needed to deal with incident)</li> </ul>	<ul style="list-style-type: none"> <li>• Swearing, shouting and significant rudeness directly at someone.</li> <li>• Derogatory remarks, aggressive language or actions that can make others fearful/distressed</li> <li>• Deliberate intimidation or incitement to disrupt peace/learning/ environment etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Purposeful aggressive physical contact (e.g. shove, push, slap, kick etc.)</li> <li>• Throwing projectiles that carry risk to the safety to others</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Behaviour leading to significant disruption loss of learning (e.g. class having to be re-located)</li> <li>• Significant disruption to the working of the school (e.g. staff needed to deal with incident)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated emotional harm as noted above, with the intent to undermine, intimidate upset, distress or anger another (S.T.O.P. bullying – see bullying guidance)</li> </ul>	<ul style="list-style-type: none"> <li>• Violent physical contact causing significant harm/injury</li> <li>• Unsafe behaviour putting self or others at risk</li> <li>• Throwing projectiles that carry significant risk, or with the intent of causing damage or injury</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• As above, whereby class and school need to adapt routine in order to recover from incident</li> </ul>	<ul style="list-style-type: none"> <li>• As above, including physical harm</li> </ul>	<ul style="list-style-type: none"> <li>• Violence causing significant physical or emotional harm</li> <li>• Any unsafe physical behaviour putting self or others at risk of serious harm or injury</li> </ul>

**Reflection, Reparation and Restorative resources & records continued:**

2.3a – Apology card	2.3b – Apology letter
	

Shake hands and leave in peace.	
From now on, I will...	From now on, I will...
I will...	Thank you.
What can I do to make it right?	I need...
Thank you.	I will...
I need...	What can I do to make it right?
I hear that you feel ____ when...	I feel ____ when...
I feel ____ when...	I hear that you feel ____ when...
What happened for me was...	What happened for me was...

**Peace Path**

••Yellow Feet go first in each step••



## 2.4 – Risk Assessment

Where pupils have caused significant or there is sustained harm to other pupils, learning, staff or property, a Risk Assessment is to be undertaken to record the level & likelihood of future harm and inform plans to reduce risk and support them in order to transform their behaviour (see BTP 2.6)

### Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious <u>Sub-conscious</u>	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

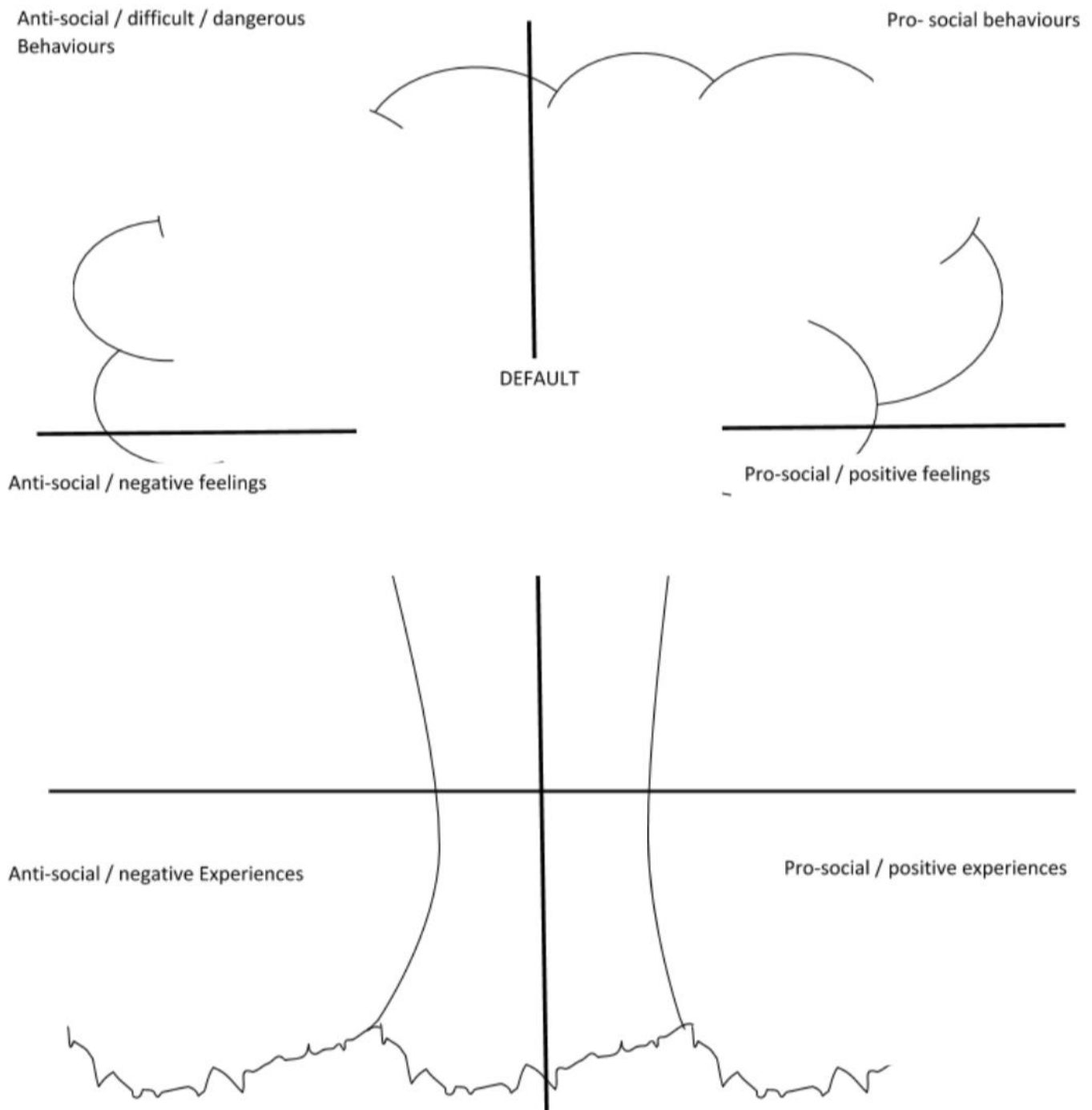
<b>Seriousness</b>	
<b>1</b>	Foreseeable outcome is upset or disruption
<b>2</b>	Foreseeable outcome is harm requiring first aid, distress or minor damage
<b>3</b>	Foreseeable outcome is hospitalisation, significant distress, extensive damage
<b>4</b>	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
<b>Probability</b>	
<b>1</b>	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
<b>2</b>	The risk of harm has occurred within the last 12 months, the context has changed to make a <u>reoccurrence</u> unlikely
<b>3</b>	The risk of harm is more likely than not to occur again
<b>4</b>	The risk of harm is persistent and constant

## 2.5a – Roots and Fruits – what could the behaviour be telling us?

Once a Risk Assessment has been undertaken, in order to support and transform behaviour, staff use the Roots and Fruits to evaluate what is causing the behaviour, in order to target support in the best way – informing the BTP.

# Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

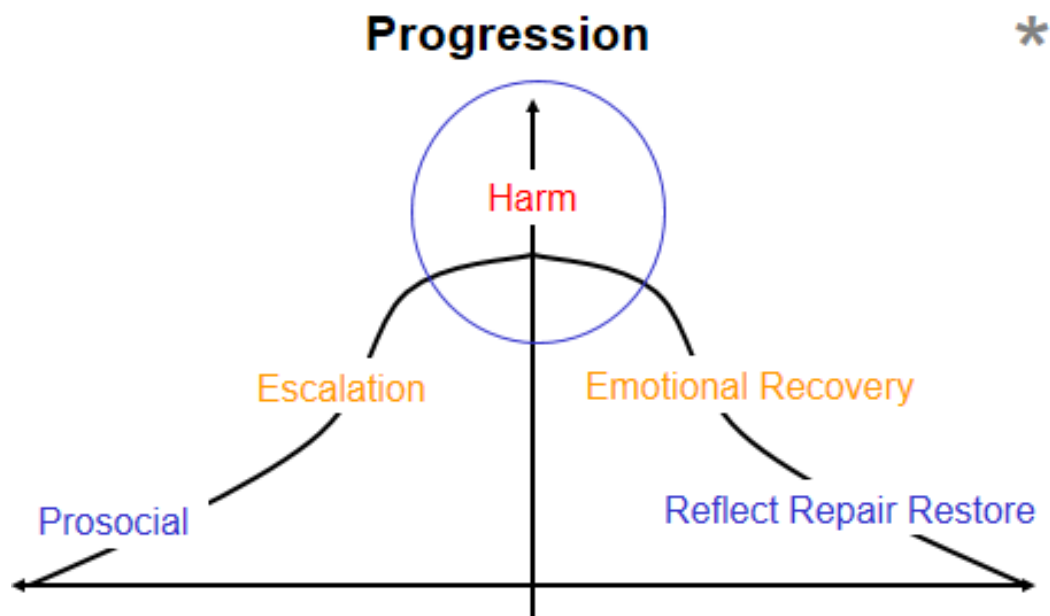




## 2.5b – Planning for managing challenging behaviour – identifying triggers & escalators and de-escalation strategies

Staff supporting pupils with challenging behaviour map the child's behaviour and discuss the strategies that will support them to de-escalate (ensuring that language or approaches that could escalate the child's behaviour are avoided and avoid harm at all costs. Should de-escalation not be possible, staff discuss how the harm is best managed and the child supported to calm and emotionally recover so that reparation work can be undertaken.

These strategies are then recorded in the BTP.



## 2.6 – BTP - Behaviour Transformation Plan

### Behaviour Transformation Plan – managing risk and changing behaviours

Name:	DOB:	Date:	Review date:
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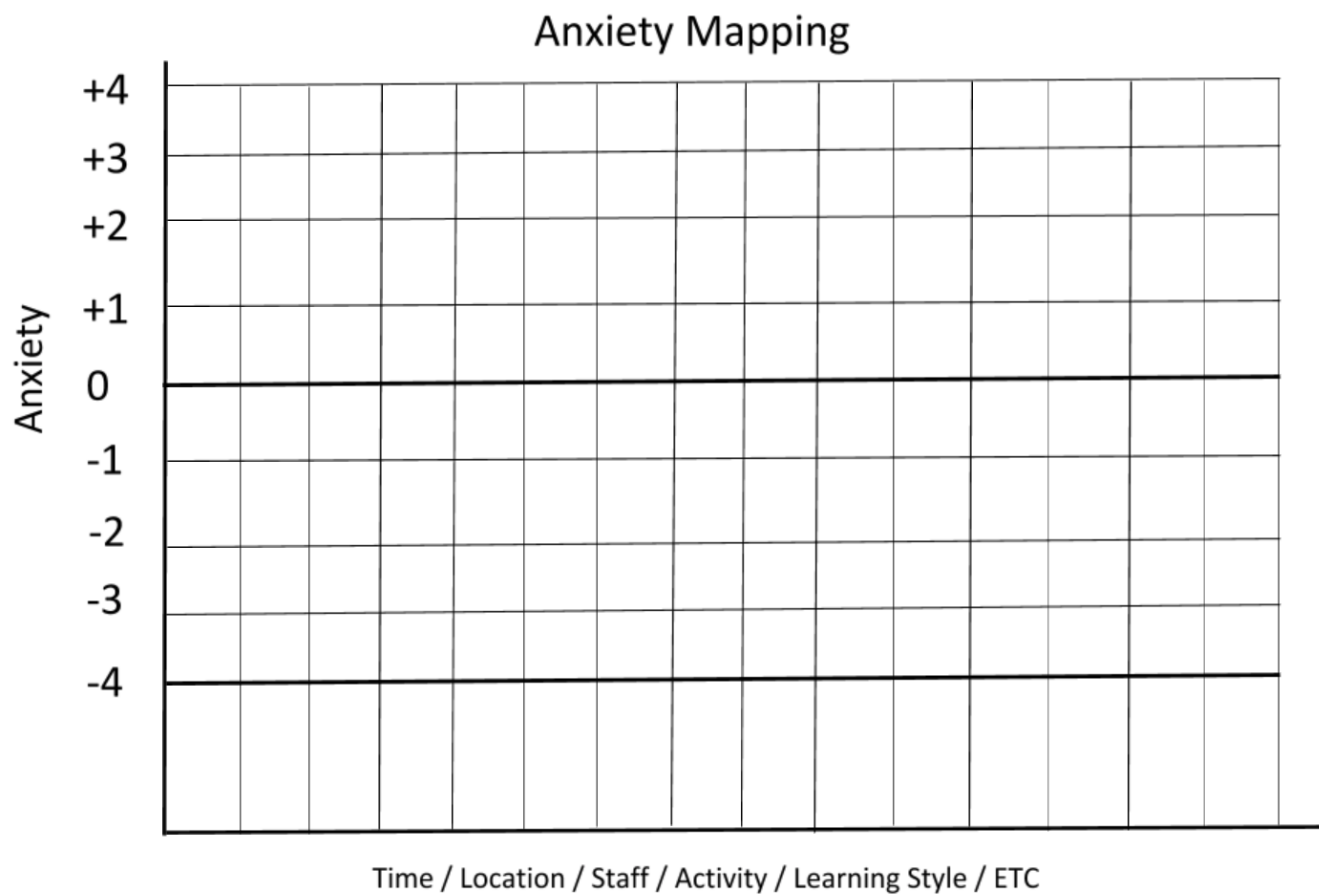
Photo	Potential Triggers
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What we want to see	Strategies to maintain
First signs things not going well	Strategies to support
Where this behaviour may lead next	Strategies needed
What we are trying to avoid	Interventions necessary

Signed \_\_\_\_\_

## 2.8 – Anxiety Mapping

Where pupils demonstrate high levels of anxiety, staff are supported to track their behaviour and pinpoint the situations in which their behaviour indicates anxiety rising/lowering. This also informs BTP planning.



## 2.9 – Colour mixing sheet

This reparation resource may be used to talk with the pupil about their feelings during an incident and talk through how to recognise when they are beginning to 'rise' and what they can do in order to self regulate and return to calm.



**Appendix 2.10a – Reflection sheet**

This reparation resource is used for low level incidents in order to scaffold pupil reflection on the rule that has been broken and what needs to be different

**Sutton Primary School**  
**KS2 Reflection Sheet**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_

Playtime incident / Lunchtime incident / Class Incident

**Pupil Comments:**

1. What did I do, which meant I broke the school's Rule?
  
  
  
  
  
2. At Sutton we choose RESPECT - Which of the Superstar Seven did I forget?

We always listen carefully.	We look after all equipment.	We have kind hands, feet and mouths.
We always try our best.	We share resources and take turns.	We always tell the truth.
We always stay safe in school.		

3. What should I do, to sort out the problem and make things better?
  
  
  
  
  
4. What could I do next time, to stop me doing the same thing again?

**Teacher's Signature:****Any Additional Comments:**

