

Our Lady Queen of Peace RC Primary School

In our school we believe that each person is unique and created to flourish in God's image. We aspire to excellence through a nurturing environment in which every child takes Jesus Christ as their model and develops their individual gifts so that they live fully and serve others.



Positive Handling Policy

**OUR LADY QUEEN OF PEACE R.C. PRIMARY SCHOOL
POSITIVE HANDLING POLICY**

Positively Managing Behaviour

Behaviour and handling in Our Lady Queen of Peace R.C. Primary School, in line with the mission statement, will respect, value and promote learning, including pupils' rights to be valued. Challenging behaviour has been defined by Emerson (2001) as;

'Culturally abnormal behaviour(s) of such an intensity, frequency or duration that the physical safety of the person, or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities'.

Our approach to behaviour is proactive and initially remains the responsibility of the class teacher. As such there are general guidelines to managing behaviour positively:

- Recognise and emphasise the positive contributions of each pupil, i.e. reward rather than punish.
- Recognise the 'real' nature of challenging behaviour and therefore set realistic and achievable targets for individual pupils.
- Consider challenging behaviour as communication and offer alternative strategies for pupils.
- Consistency of approach from all adults to an individual pupil whose behaviour may challenge.
- Communicate effectively with colleagues.
- Any discussion of individual behaviour will be conducted away from other pupils, unless part of a positive and planned strategy.
- Describe behaviour precisely and professionally with appropriate recording.
- Recognise the emotional impact of challenging behaviour on other pupils and on colleagues.
- Communicate effectively and positively with parents/carers.
- Act in a way that preserves the dignity of each pupil.
- Act in a way that shows we care for, and value each pupil.
- Ensure expectations match pupils' capabilities, especially their understanding.
- Avoid confrontations whenever possible.
- Divert, distract, and change adults to defuse situations.

Sanctions - The planned removal of something as a direct consequence of inappropriate behaviour.

Any sanctions must be clearly linked to inappropriate behaviour, and must be understandable to the pupil. This will need to include considerations of timing, e.g. preventing a pupil from doing an activity the following week may not be understood by that pupil. This means that sanctions are only likely to be appropriate for our more able pupils and should only relate to major incidents.

Attempts to apply sanctions for minor incidents are not likely to be effective, are more likely to be counter productive, causing more challenging behaviour.

Any sanctions must be agreed in advance by all staff concerned. Sanctions must be discussed with the pupil when he/she is able to listen calmly i.e. not straight after a major confrontation.

Sanctions cannot include the removal of food or drink unless the pupil has already rejected these.

Examples of specific strategies for managing behaviour

Describe and measure the problem – then consider the following:

- Change the environment
- Ignore inappropriate behaviour where possible.
- Reward appropriate behaviour – catch them being good.
- Identify and model appropriate behaviour
- Give choices where possible, including staff.
- Timetable adjustments.
- Timed activities, perhaps using large egg timers prior to reward
- Individual pupil-centred recording e.g. charts.
- Symbol/picture timetables.

Physical Interventions:

Physical Interventions which are not restrictive or based on the use of force:

All staff should be aware of the distinction between physical contact and touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury.

Most of our pupils will benefit from adults physically interacting with them as part of the way we teach. The kinds of physical interactions which are routine will include a range of physical prompts

- Holding a pupil's hand.
- Guiding a pupil by linking arms, placing a hand on their shoulder, on their back or on their elbow.
- In addition to this, if a pupil is distressed, it may be appropriate to place an arm around their shoulder to comfort them.
- Any physical intervention should avoid contact that might be interpreted as sexual. Kissing a pupil on any part of the body is unacceptable.
- Staff need to act in accordance with other school policies, in particular that relating to Child Protection.

Restrictive Physical Interventions

Restrictive Physical Interventions are defined as interventions which

'involve the use of force to control a person's behaviour and can be employed using bodily contact, mechanical devices or changes to the person's environment.' (Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorder DfES July 2002, p10)

Physical restraint can take a number of forms e.g.

- Physically interposing between students.
- Standing in the way of a student.
- Holding, pushing or pulling.

- Leading a student away from an incident by the hand or gentle pressure on the back.
- Team-Teach friendly hold.

In more extreme cases staff at Our Lady Queen of Peace R.C. Primary School are trained in Team-Teach.

All Restrictive physical interventions must be recorded on an incident sheet and copied to the Deputy Head Teacher.

National and Local Guidance

Section 550A of the Education Act 1996 clarifies the position about use of restrictive physical interventions by teachers and others authorised by the head teacher to control or restrain pupils. Teachers and other authorised school staff are reminded that use of physical force must be reasonable and comply with:

- DCSF Circular 10/98, "Section 550A of the Education Act 1996: the use of force to control or restrain pupils".
- DCSF letter dated 24 April 2001 to Chief Education Officers in England, "Positive handling strategies for pupils with severe behavioural difficulties"
- Joint DCSF/DoH guidance issued July 2002, "The use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorder"
- Local authority policies.

School expectations:

The use of restrictive physical interventions should always be considered within the wider context of other measures. These include establishing and maintaining good relationships with children, responding to difficult situations using diversion, diffusion and negotiation, thus physical intervention is always the last resort.

Use of physical force that is unwarranted, excessive or punitive is not acceptable. Individual Behaviour Management Plans will set out what is reasonable for individual pupils in foreseeable circumstances. In emergencies or unforeseen circumstances, any use of force must be reasonable.

Who may use Restrictive Physical Interventions and when

All school staff are able to use reasonable force in order to protect themselves or others. In planned interventions, those staff who have been trained in TEAM-TEACH will normally take the lead. (A list of such staff is held by the behaviour coordinator and the Head Teacher.).

Restrictive physical interventions should only be used in the following circumstances:–

- To prevent or stop a pupil harming themselves
- To prevent or stop a pupil harming anyone else
- To prevent or stop a pupil causing significant damage to property.
- To prevent or stop an offence being committed
- To prevent or stop behaviour prejudicial to the maintenance of good order and discipline within the school, or on educational visits.

Positive behaviour management

All staff should adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem. The school should work in partnership with those who know the child to help those concerned:

- find out why this child behaves as he or she does
- to understand the factors that influence this child's behaviour
- to identify early warning signs.

This approach will help to ensure that early and preventative intervention is the norm. It may reduce the incidence of extreme behaviour and ensure that the use of physical force is kept to a minimum.

All behaviour management plans should be drawn up by the class teacher in conjunction with the Deputy Head Teacher and Parents/carers. Any changes to plans will be made in agreement.

Developing a behavioural plan

- Cause for concern expressed by staff.
- Behaviour which requires intervention additional to normal classroom management techniques is identified
- Begin recording chronology of events and assessment process.
- Discuss with Deputy Head Teacher
- Deputy Head Teacher and class teacher complete behaviour plan with parents/carers
- Plan shared with whole school.
- Plan shared with identified professionals if necessary.
- Date confirmed for review of effectiveness of plan.

Post-incident support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. A list of First Aiders is displayed in each class and in the offices. In the event of any other medical concerns, the school nurses should be contacted.

Reporting and recording use of restrictive physical interventions

After incidents in which physical intervention is used, staff should report and record the matter in accordance with school procedures. All incidents requiring the use of physical intervention should be thoroughly and systematically documented by the use of Incident Record Books. Parents will be informed about incidents.

Staff training

When a child is identified as having a recognised, persistent, extreme behaviour concern the school aims to train as many staff as possible in the Team-Teach approach to positive behaviour management and physical interventions. This approach is accredited by BILD. Training will take into account staff changes, pupil needs and available time. This will be supplemented by other ongoing training on behaviour management and related issues, for example curriculum development, communication strategies, and manual handling.

Equality statement

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.
- This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.