



# Brampton Village Primary School

## Behaviour Policy

Date Agreed	November 2021
Date of Review	November 2022

## 1. Behaviour Policy Introduction

Brampton Village Primary School is committed to creating a positive and inclusive environment for all our community creating a therapeutic culture. We believe that in order for this to happen we need to maintain high standards of personal conduct, accept responsibility for our own behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline, not blind compliance. Our steadfast intent is to provide a culture and ethos in which every member of our community is treated with respect and trust.

As part of the caring ethos of our school we feel that it is important that we provide a supportive framework for children as they learn how to care for and respect themselves and others. An integral part of this framework involves positive expectations and clear guidelines for acceptable behaviour together with praise and encouragement. We acknowledge the crucial link between high self-esteem and successful social interaction.

In their time with us, children will be learning how to take responsibility for their behaviour. This involves reaching an understanding that our actions have consequences. We recognise that this is a learning process and that children will progress at different rates and will need different levels of support. As well as having their positive behaviour acknowledged, children need to be aware of what constitutes unacceptable behaviour and to know that this also has consequences.

Our Behaviour Policy is for the majority of our children. However, at this stage it is crucial to acknowledge the **huge significance attached to teachers and staff knowing their children** and tackling any misbehaviour in context. For a small number of identified children, including those on the SEN Register who may well have personalised support, 'blanket rules' may not be appropriate and adults will need to consider expectations that are sensitive to this and do not 'set the children up to fail' through using bespoke strategies.

## 2. Aims of the School

Underpinning this policy are the aims and values of our school.

### Values

*At Brampton Village Primary every child matters and each individual is valued for the unique contribution he or she makes to our community. We expect everyone to show respect for others, to be courteous, responsible and caring, and we actively foster such behaviours. Our aim is to create an environment which promotes children's self-esteem, to make our school a place where children feel happy, safe and able to enjoy learning. We strive to provide a learning climate in which children can flourish and achieve their very best, where they can celebrate their differences and develop the skills and confidence to build happy and successful futures. By working closely with parents and the community we aim to build strong and effective partnerships, which help children to thrive.*

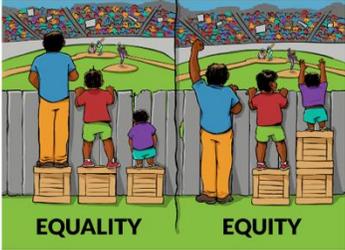
## 3. Aims of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure all members of our community are held responsible for their own behaviour.
- To empower staff to encourage positive behaviour and manage difficult behaviour without delegating.
- To ensure staff use the appropriate STEPS strategies for supporting positive behaviour.

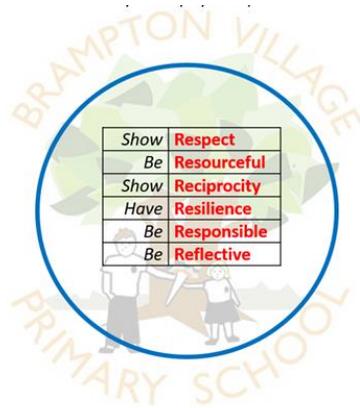
We believe that all children are entitled to the support that enables them to fulfil their potential. We believe that each child should receive the resources, differentiated experiences, appropriate interventions, differentiated learning that will enable them to become as equal as is possible.

**We work on a basis of equity over equality.**

- **Equality** is treating everyone the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.
- **Equity** is giving everyone what they need to be successful.



Following the 6Rs and School Code is what we expect as the ‘norm’ and all staff need to ‘catch the children getting it right’ through specific praise.



	<b>R</b>		
r	<b>E</b>	<u>reflective</u>	<i>thinking about how to get better at learning</i>
re	<b>S</b>	<u>ilience</u>	<i>sticking at something and ignoring distractions</i>
res	<b>P</b>	<u>onsibility</u>	<i>making good choices in behaviour and learning</i>
r	<b>E</b>	<u>sourceful</u>	<i>exploring different ways to get things done</i>
re	<b>C</b>	<u>iprocity</u>	<i>working with others, listening and helping</i>
	<b>T</b>		

The school has a simple code of conduct which sets the standards of behaviour both in class and throughout the shared areas of the school. Where a pupil’s behaviour is dangerous or difficult, staff will follow the STEPS approach to restoring behaviour and modelling and teaching prosocial behaviour.

**SHOW GOOD COURTESY**

Stand aside and hold the door open for each other.  
Talk politely; respond courteously to greetings or requests.

**AROUND THE SCHOOL**

Walk at all times when indoors, for your own and others’ safety.  
Behave responsibly, respect each other and show good manners.

#### **4. STEPS Therapeutic approach**

All approaches to behaviour support should adopt a positive approach, by using the therapeutic principles of Cambridgeshire STEPS which is a therapeutic-thinking and trauma-informed approach to behaviour. This means that staff understand what causes positive and helpful as well as difficult or dangerous behaviour. They recognise that all behaviour is communication and unpick what the behaviours are telling us. They focus on positive experiences and feelings, recognising that these usually lead to positive and helpful behaviour.

The **STEPS** approach recognises that positive experiences create positive feelings and positive feelings create positive behaviour. All opportunities to notice, model and praise prosocial behaviour should be taken by all members of our school community at all times.

Managing behaviour is the responsibility of all staff in the school. Any low level incidents remain the responsibility of the class teacher to be dealt with appropriately as part of the class community.

#### **5. Promoting and celebrating success**

Staff will promote and catch children showing prosocial behaviours, and especially those that represent our 6Rs. Staff will strive to achieve a consistent approach when rewarding children and, using agreed language to give specific praise. To recognise prosocial behaviours, children may receive verbal praise or a house/dojo point. We also appreciate that children may prefer different ways of celebrating their successes, so in certain situations, children will be able to choose the way in which they are rewarded. It may be: a house/dojo point, a sticker, a message on their work from the teacher, a message home to parents, showing work in assembly or showing work/explaining deed to a member of SLT.

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Children are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include Anti-Bullying week (refer to Anti-Bullying policy).

A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focussing on the behaviour rather than the individual child.

A distinction has to be made between developmental behaviour and persistently unacceptable, difficult ~~challenging~~ and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class rules. Individual strategies will therefore need to be implemented to support them.

#### **6. Rewards**

Our School Code and 6Rs are the behaviours that we expect all children to show each day and these should be modelled by all staff. Class systems and individual systems, such as dojo points and 'marble in the jar', can be used but children's names should never be displayed and rewards cannot be taken away once they have been given, such as removing marbles or negative dojos. Stickers for recognising and using our 6Rs can be given.

We will recognise achievement through awarding individual certificates, such as those in use for Reading, Accelerated Reader and TT Rockstars.

At all times we want to 'catch children getting it right' and the following table explains our 'Step' approach

Step 3	Letter Home	<ul style="list-style-type: none"> <li>✓ Non-verbal rewards – e.g. smiles, thumbs up.</li> <li>✓ Verbal or written praise from the class teacher or supervising adult.</li> <li>✓ Sticker from the teacher or supervising adult.</li> <li>✓ Sharing work or event in Key Stage Assembly.</li> <li>✓ Verbal praise, written comments, sticker from AHT/DHT/HT</li> <li>✓ Star of the Week Award</li> <li>✓ House points</li> <li>✓ Dojo point</li> <li>✓ Marble in the Jar, class raffle or other class system</li> <li>✓ Certificate (AR)</li> <li>✓ Email home from teacher/SLT member</li> </ul>
Step 2	See Headteacher / Deputy Headteacher	
	See Assistant Headteacher / SENCo	
Step 1	House / Dojo point Teacher sticker / individual reward / class reward	

### BVPS School Code and 6Rs – what we expect everyday

	Examples of antisocial behaviour	Reflect, repair and restore response
Step 1	<ul style="list-style-type: none"> <li>• calling out/talking over others in class discussions</li> <li>• disruption to other children</li> <li>• name calling</li> <li>• reluctance to follow instructions</li> <li>• inappropriate language</li> <li>• verbal or physical retaliation</li> <li>• non-compliance with general class expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Does the task need modifying?</li> <li>• Make it clear to the child that you are aware of their behaviour and that it is unacceptable eg, through a look, a pause, one word or a hand gesture.</li> <li>• Give a verbal reminder clearly focused on the primary behaviour (avoid being distracted by secondary behaviour). Make it clear that a change in behaviour is expected. Offer the child a limited choice, either they behave in accordance with the school code of conduct or class ground rules, or a consequence will apply.</li> <li>• Apply one of the following sanctions: Loss of playtime minutes (to be supervised by a teacher) Re-doing /finishing work at lunchtime / playtime Time out in class at a separate work area or a different area of the playground if outside or another consequence that is appropriate to, and in proportion to, the offence. If a consequence is applied, take the child to one side at the end of a session for a firm talk and agree a way forward</li> <li>• Use positive phrasing to disempower antisocial behaviour</li> <li>• Use educational consequences appropriate to the antisocial behaviour</li> <li>• Request relevant intervention/support offered/use of planned scripts.</li> <li>• Class Teacher should be in contact with parents.</li> </ul>
Step 2	<p>If undesirable behaviour persists as outlined above, despite interventions. This includes:</p> <ul style="list-style-type: none"> <li>• dangerous behaviour that hurts another child physically or emotionally <ul style="list-style-type: none"> <li>o kicking, punching, biting, spitting, fighting</li> <li>o swearing or persistent rudeness</li> <li>o throwing objects in anger</li> </ul> </li> <li>• conscious damage to school or personal property</li> <li>• consciously throwing objects in anger</li> <li>• racism/homophobia/bullying</li> </ul>	<ul style="list-style-type: none"> <li>• If a child breaks a class or school/class rule 3 warnings are given and these are displayed in the classroom, appropriate to the age of the child. If a child misbehaves repeatedly, we isolate the child from the rest of the class until they calm down and are able to work sensibly again with others.</li> <li>• <b>A record should be made on My Concern in case a pattern emerges. Issues may be followed up at a later date.</b></li> <li>• Use of a restorative ‘My Reflection’ (age appropriate),social story, role play.</li> <li>• Time out in another class</li> <li>• See Assistant Headteacher</li> <li>• See Headteacher / Deputy Headteacher</li> <li>• Letter Home</li> <li>• Behaviour analysis – conscious and unconscious behaviour analysis, anxiety mapping, roots and fruits analysis, to inform a risk reduction plan.</li> <li>• Implementation of a Behaviour Plan/IRMP</li> <li>• Parent meeting with timescales for review</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>• dangerous behaviour that physically and/or emotionally assault to a child,</li> <li>• a dangerous behaviour that physically or emotionally assaults a member of staff, subconscious or conscious behaviour.</li> <li>• serious damage to school or personal property</li> <li>• continuous Step 1 or 2 behaviour, despite interventions involving staff, SLT and parents.</li> </ul>	<p>Where any of the above has not had an impact over time, or for an isolated serious incident, a protective consequence should be followed.</p> <p>Follow Cambridgeshire Exclusion guidance:</p> <ol style="list-style-type: none"> <li>1. Exclusion – fixed term</li> <li>2. Exclusion - permanent</li> </ol>

## 7. Language

All staff are committed to using positive phrasing as opposed to negative phrasing to encourage a pupil to use prosocial behaviours. We recognise that, at times, children find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations we refer to the child as being 'in crisis' rather than 'kicking off', 'playing up' or 'having a strop'.

Children do not display 'challenging behaviour' but 'difficult behaviour'. (The same behaviour may not be challenging for other staff.)

<b>NOT to be used</b>	<b>To be used</b>
<b>Negative Phrasing</b>	<b>Positive Phrasing</b>
Get in here/ Give it to me now!	Stand next to me thankyou
Do as you're told	Put the pen on the table or in the pot thank you
Get out!	Walk in the corridor thankyou
Stop being silly	Stay seated in your chair thankyou
Be good	(Child's name) This is listening time – thank you
Don't talk to me like that!	
Stop running	
Why are you talking?	
Don't fiddle with that	
<b>Open Choice</b>	<b>Limited choice</b>
What do you want to do?	Where shall we talk? Here or in the kitchen?
Would you like to go inside?	Are you going to sit on your own or with the group?
	Are you starting your work with the words or with a picture?
<b>Empowering the behaviour</b>	<b>Disempowering the behaviour</b>
Come back here, Now!	You can listen from there
Get down from there!	Come and find me when you get back
Don't you dare swear at me!	Come out from under the table in your own time
I will let you use the computer if... (negotiating)	I can see something has happened
	I am here to help
	Talk and I will listen (offer help)
	Come with me and ... (offer a way out)
	Use child's name (to personalise)

Where behaviour is antisocial, we will use a three-step approach:

1. A focus on de-escalation and preventative strategies
2. Management of risk or harm
3. Reflect, repair and restore after a crisis

Where a pupil's behaviour is dangerous or difficult, staff will follow the STEPS approach to restoring behaviour and modelling and teaching prosocial behaviour.

It is important that a 'problem solving' approach is consistently applied in supporting behaviour and that children believe and understand that our community genuinely want them to improve their behaviour and not just to punitively punish them.

Where a pupil is showing antisocial/disruptive behaviour they will be warned that the behaviour is antisocial/disruptive and asked to stop.

- The pupil must be told that what they are doing is not acceptable and why.
- The adult will also request the behaviour they want to see from the child using positive language.
- They must then be given a chance to amend their behaviour.

*Best practice: Ensure you are explicit and actually describe exactly what the pupil needs to do to improve their behaviour. It may not be as obvious to them as we think it is.*

If the behaviour continues then the consequences detailed on the Behaviour Steps Chart will be implemented and consideration will be given to whether there will be a protective or educational consequence put in to allow the pupil time to reflect and/or recover and for the remaining class members to have their entitlement met to continue their learning undisturbed.

- If a protective consequence has been used.
- When a pupil is ready to re-engage, they should be welcomed with a smile and a 'new chance'.
- Every chance should be taken to catch the pupil getting it right.
- An intervention may be put in place to help them learn new skills to promote prosocial behaviour.

## **8. Communications and Analysis**

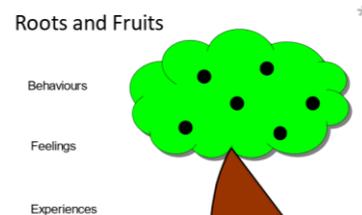
It is the responsibility of the whole school community to ensure that behaviour records are shared and communicated with the relevant people. Records should be meaningful and analysis lead to understanding and improvement.

- It is the class teacher's responsibility to monitor behaviour in their class and on a regular basis look for patterns or themes that might be negatively impacting on a pupil's behaviour.
- Where a pattern is observed, staff should reflect upon any changes to routine or practice that could support a pupil to make better choices.
- Where a pupil is regularly needing protective or educational consequences and subsequently there are 6 or more recorded in the Behaviour Book within a half term, the class teacher will liaise with the pupil's parents to discuss strategies for supporting prosocial behaviours. This should be recorded on My Concern.
- Where the behaviour does not improve following a meeting with parents then the class teacher will refer to SLT and consideration to writing an individual risk management plan (IRMP) made.
- A member of SLT will monitor the Behaviour Books and IRMP to analyse these on a whole school level once a term. The analysis may be reported to governors as part of the Headteacher's Report.
- Where significant behaviour events occur and SLT are called to support then parents are to be notified at the end of the day by the class teacher. Depending on the severity SLT may choose to meet parents. If 3 or more occurrences of SLT intervention occur in a half term then parents will be called for a meeting with SLT and the class team and an IRMP will be considered.

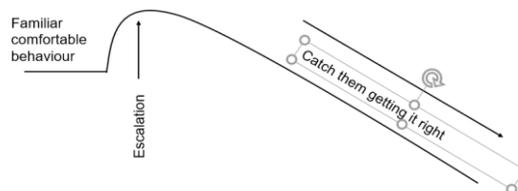
## 9. Individual Risk Management Plans

An Individual Risk Management Plan (IRMP) will be written to support children whose behaviour is significantly 'difficult' or 'dangerous':

- The class teacher and SENCo/Pastoral Support will jointly complete the STEPS 'Roots and Fruits' to identify the antisocial behaviours, feelings and experiences and the preferred prosocial behaviours, feelings and experiences. Thinking about the experiences our children have, their feelings and behaviours, can help us understand how to approach challenges and successes.
- Parents/carers will be brought into the system of behaviour support as soon as the anti-social behaviours have been identified. The insights of parents/carers will be used to add to the STEPS 'Roots and Fruits'. The 'culture' of the home must be taken into account when consideration is given to any response of those behaviours. All paperwork will be shared with the parents/carers and effective communication through a home/school book can be used to monitor the progress of any STEPS Behaviour Management Plan.
- Behaviour records will be analysed to consider any existing patterns and themes identified through behaviour records.
- Anxiety mapping may be completed to get a clear analysis of factors influencing behaviours.
- The class team will then complete an IRMP with support from a member of the SLT.
- All staff will be expected to follow the IRMP to support the pupil and promote and teach positive behaviour.
- IRMPs will be shared with the whole school community if appropriate to ensure consistency.
- Reviews of any IRMPs will be held at least termly.



When an IRMP is being implemented there may be an initial escalation of behaviour whilst the consistency of the scripts 'bed in'. Ride the wave looking to "catch then getting it right".



## 10. Consequences

Where children show anti social behaviours it is appropriate and necessary for them to see the consequences to their actions. There are two types of consequences that should be used, Protective and/or Educational. In both cases the use of the word 'obviously' is essential in considering the consequence for the pupil.

**Protective Consequences is a removal of a freedom to manage harm.**

They are used when required to protect the rights of others and could include

- Increased staff ratio
- Change of timetable
- Arrangements to access outside space e.g. playground/field.
- Differentiated teaching space; hall, outdoor area,
- Appropriate use of exclusion (using the time to reflect, amend plans and identify other appropriate interventions to support the pupil upon return) As part of safeguarding, following any serious harmful (or potentially harmful) incident, a risk assessment should be completed to inform planning and future practice within the behaviour management plan. All protective consequences should run alongside educational consequences to support long-term behavioural change.

**Educational Consequences is to aid learning, rehearsing, or teaching so the freedom can be returned.**

In assessing the need for a consequence we will ask:

- What happened?

- What were people thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so we are able to make a different choice next time?

What intervention could we use?

- Practice sharing and the skill
- Play with one pupil
- Modelling turn taking
- Working to 2 minutes on an adult agenda

**Consequences example:**

*A pupil has taken a bike out at the end of playtime and ridden around during lessons without a helmet and at great speed....*

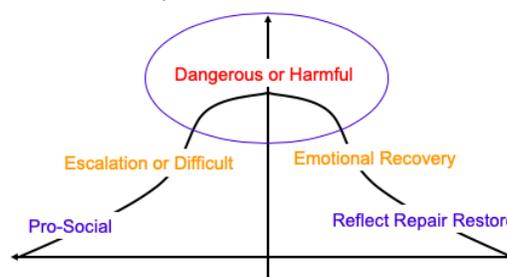
**Protective consequence** - Obviously they can't be allowed near the bike shed during playtime – the space they can play in is restricted to the other end of the playground only and they go in two minutes early to avoid them beelining for the bikes when everyone is lining up.

**Educational consequence** – A discussion of what happened is held. It is made clear who this has affected and how – the Head has not been able to continue their work, the TA has got cold and fed up, the bike could have got damaged and the pupil whose bike it is has been very upset that someone had stolen their bike. If the pupil had fallen off the bike whilst not wearing a helmet, they could have seriously injured their head. To put it right we can return the bike to the same place we got it and say sorry for taking it. We can ask to put biking into our IRMP and learn to ride safely. We can learn about the importance of wearing a helmet and conduct the egg dropping experiment. We can discuss a better choice for next time. We can ask if we need more time outside.

**11. De-escalation**

If a pupil's behaviour escalates to significantly difficult or dangerous then staff will use the principles of de-escalation to work towards a positive outcome. This will include using a de-escalation script and de-escalation techniques. When approaching a child displaying antisocial behaviour we will –

- Use the child's name
- Acknowledge their right to their feelings
- Tell them why you are there
- Offer help
- Offer a 'get out' (positive phrasing)



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.....

**12. Physical Intervention (see Appendix 2: Positive Touch Guidelines)**

Staff will use de-escalating body language and consider the following in their positioning:

- Outside of an outstretched arm
- Good distance
- Sideways stance
- Leaving an open door
- Relaxed hands
- Managing height

Once a pupil has returned to a safe location and is calm enough to talk, staff will always follow up with a discussion about the behaviour and the next steps or consequences we will now need to take. This can consist of either protective and educational consequences to endeavour to make a restorative approach.

### 13. Movement around school

Movement round school should be calm and safe. It is expected that everyone will walk in all areas of the school unless directed to as part of a lesson. Adults should encourage this by noticing and praising when they see children doing this successfully. It is **every** adult's responsibility to address the issue if they see anyone breaking this rule.

### 14. Movement to and from classrooms

At the start of the day teachers will be in their classrooms from 8.40am with the external doors opening at 8.45. At the end of the day, teachers will say goodbye to their class from the designated area, ensuring that children are leaving the site safely.

*At the end of playtime and lunchtime:*

Teachers should be in the playground *before* the final whistle at the end of playtime. At the end of playtime, the whistle will go twice:

- 1 Children stand still on the spot. (This should not last for long), ring
- 2 Children walk to their line, where they should line up quietly.

Teachers will then lead their class up to the classroom. Children should walk in quietly and these behaviours should be practiced and encouraged to ensure the expectation is clear.

*Playtimes and Lunchtimes*

We recognise that the majority of our children play safely, behave well and enjoy the use of our grounds at playtime and lunchtime. For the majority of the school we open as much of the space as possible to the children at these times.

Lunchtime supervisor staff will help to ensure a smooth handover of issues from class to lunchtime and lunchtime to class with the class teachers. Lunchtime staff will help line up the classes at the end of lunchtime and join the class teachers to walk the children back into the classroom.

We expect all children to show the same prosocial behaviours in the playground as they do around school. Where a pupil is not showing prosocial behaviours, staff will follow the steps approach to restoring behaviour and teaching prosocial behaviour.

Where a pupil is showing anti-social/disruptive behaviour they will be warned that the behaviour is antisocial/disruptive and asked to stop.

- The pupil must be told that what they are doing is not acceptable and why.
- The adult will also request the behaviour they want to see from the child using positive language.

- They must then be given a chance to amend their behaviour.

If the behaviour continues then there will be a protective or educational consequence put in to allow the pupil time to reflect and/or recover and for the remaining class members to have their entitlement met to continue their playtime safely.

- The consequence may be that the pupil moves to another area of the playground to cool off or is separated from the group they were with.
- A pupil may be asked to sit out for up to 5 minutes.
- The space or resources that the pupil may play in/ with may be restricted to help them play safely.

All consequences will be discussed with the pupil and the pupil given time to reflect and recover. An intervention may be put in place to help them learn new skills to promote prosocial behaviour. Where significant difficult or dangerous behaviour is seen this should be recorded in the Behaviour Book/Lunchtime Book.

### 15. Stress Management

Staff who have dealt with a stressful situation will be given the opportunity to take time to recover from the personal pressure which can arise from such incidents. Senior staff should be informed to organise cover and staff support as appropriate.

### 16. Exclusion

Exclusion is used rarely and only as an absolute last resort, where it is in the best interests of the child and/or necessary for the safety, security and orderly conduct of other children at the school. The Cambridgeshire County Council Exclusion Guidance for schools is used when considering any exclusion with the check list for Head Teachers being completed in all circumstances.

Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. Any violence towards staff will not be tolerated and the child will be excluded for a fixed period. The Headteacher may exclude a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently for repeated occurrences although this is the absolutely last resort for the school.

Whenever the Headteacher excludes a pupil, the parent must be notified immediately, ideally by telephone followed up by a letter within 24 hours. The procedures as set out in the CCC Exclusion Guidance will be followed.

Following any exclusion the parent and child will be invited to attend a reintegration meeting where a child's IRMP will either be completed or updated.

### 17. Responsibilities

#### All staff:

- **Meet and greet** at the door.
- Refer to '**STEPS**' training.
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Be **calm** and give 'take up time' when discussing behaviour. Prevent before consequences.
- **Follow** up every time, retain ownership and engage in reflective dialogue with children.
- **Never ignore** or walk past children who are behaving badly.
- **Support** and **adhere to** plans for individual children.
- **Complete** relevant paperwork.

## **Senior leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Be a visible presence around the site.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support all staff in managing learners with more complex or entrenched anti-social behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly support, target and review provision for learners with IRMP's.

## **Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness via the information supplied as part of the termly Headteacher's Report to governors. The Headteacher has the day-to-day authority to implement the behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **Children**

Children will:

- follow our school Behaviour Code
- respect one another, themselves and all adults
- make prosocial behaviour choices
- respond to antisocial behaviour of others by using the following strategies:
  - Say to the person doing the unwanted antisocial behaviour: "Please stop. I don't like it", "Please stop or I will have to ask an adult for help".
  - Tell an adult.

## **Parents and Carers**

Parents and Carers will:

- Support the school's behaviour policy principles, ethos and work in partnership should any challenges arise
- model respectful behaviour in front of their children
- praise and promote prosocial behaviour

## **Appendix 1: Positive Touch Guidelines**

At Brampton Village Primary School, we support the use of positive touch to prompt, guide, reassure and comfort children.

We operate a progressive approach to physical intervention and restrictive physical intervention where we will only physically restrain a child when there is an immediate and serious risk to the child or those around. In all other circumstances the following guidance is to be used.

### **Rationale**

Touch is essential in order to provide sensitive and good quality care for some of the children and young people we support. Used in context and with empathy, touch supports the development of our natural interactions with the children we care for.

Staff often have concerns and fears about the use of touch for various reasons. This policy sets out to clarify the reasons and conditions for touch.

### **Purposes**

Touch is important and may be used routinely for any of the following reasons:-

For **communication** – to reinforce other communication (e.g. hand on shoulder when speaking) or to function as the main form of communication in itself. To respond non-verbally or to another person's own use of physical contact for communication and social connection. This is particularly likely to occur during 'Intensive Interactions'\* or day to day greetings (handshakes, high fives, hugs)

For **educational reasons** as part of the process of establishing the fundamentals of communication for people at early communication levels e.g. to direct children in educational tasks and essential skills.

To **play**. Play activities naturally include touch. People of any age who are at early levels of development are likely to be quite tactile and physical/.

For **therapy** – (e.g. massage, sensory stimulation, physiotherapy, rebound therapy etc.) either by the therapist or by another member of staff carrying out a therapy programme or following therapy advice.

For **emotional reasons** – to communicate affection and warmth. To give reassurance, to communicate security and comfort. To enable the person to develop understanding of these positive emotions and the ability to communicate them.

For the **purposes of care**. Touch is necessary in order to carry out personal care for some of the children we support.

To give **medical and nursing care**.

To **protect**. On occasions we may need to use touch in order to keep children safe or help move a child from a difficult situation. **As a last resort**, low level physical interventions such as a gentle elbow guide, arm around the shoulder or a held hand may be used to encourage children to stay still or move. Touch used in this way can be a positive reinforcement to relationships and a comfort in times of distress.

### **Guidelines**

Staff need to be clear and open about why they are using touch and be able to explain their practice. The use of touch should be discussed openly and regularly between staff.

As far as possible, the young person involved should consent to any touch given and staff should be sensitive to any verbal or non-verbal communication that suggests the interaction is not welcomed. It should always be considered by staff that for touch to provide positive experiences it should be consensual.

The same physical touch may be appropriately used in a range of settings. Examples of a particular gesture might be a gentle hand placed on a pupil's shoulder to:

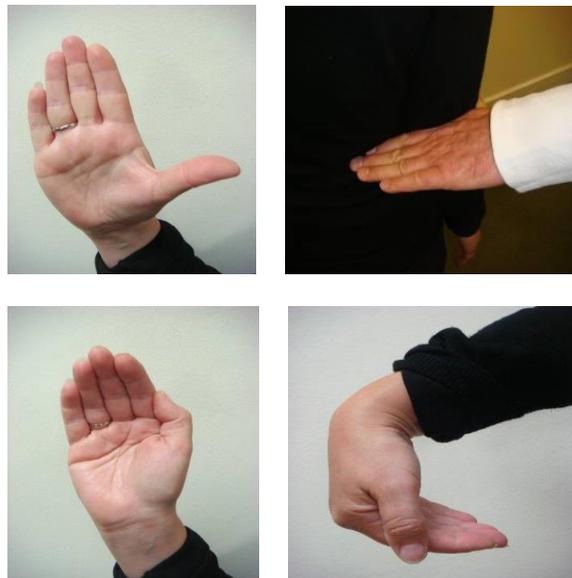
- Indicate that an adult is nearby, thus providing emotional security for the student to complete the task
- Let the student know that his/her behaviour is inappropriate and that he/she should remain on the task
- acknowledge communication

It is *never* appropriate for staff to touch a young person's intimate body areas except as part of intimate or medical care. (see Intimate Care Policy)

If staff are in doubt about any issues concerning appropriate touch, or observe any practice that causes concern, they should discuss this with the Designated Safeguarding Lead. The best method to prevent misuse of touch is transparency, openness and teamwork, and staff should try to monitor and assist each other in carrying out their work.

### **The use of physical intervention**

When physically intervening with any child all staff should use either an Open Mitten or Closed Mitten

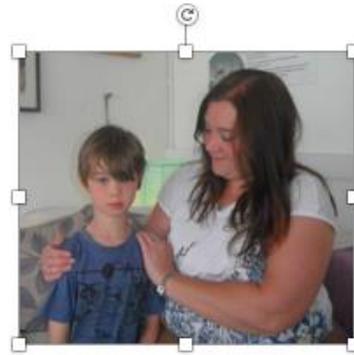


The following forms of physical intervention can be used to guide children away from difficult or dangerous situations. Staff will be offered regular refreshers on how to use these supports and guides.

### Supportive hug (to support guide or escort)



### Supportive hug (to support guide or escort)



### Supportive hug

To communicate comfort or reward:

- Hip in
- Head away
- Sideways stance
- Closed mittens contain each shoulder
- Communicate intention
- Use 'de-escalation script' if needed

### Open mitten guide (to protect or turn)



### Open mitten guide

- Open mitten hand, placed on the arm above the elbow
- Safe shape (penguin shape)
- Palm parallel to the floor
- Staff positioned behind with extended arm
- Communicate intention
- Use 'de-escalation script' if needed

### Open mitten escort (to support, guide and escort)



### Open mitten escort

- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)
- **The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.**

### Open mitten escort – paired (to support, guide and escort)



### Open mitten escort - paired

- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape, (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)
- **The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.**

All staff have the right and responsibility to act in an emergency situation to stop a child from hurting themselves or others under the protection of Common Law. Staff are to bear in mind that must be able to show that their actions were reasonable, proportionate and necessary in response to an unforeseeable situation. If the event was foreseeable, i.e. if it has happened previously then staff should have already implemented a IRMP and if appropriate the Head Teacher should have sought advice about Step Up training around a specific individual child.

### **Appendix 2: Examples**

**Appendix 3: A Summary of the Governing Body's duties to review the Headteacher's exclusion decision.**

