



RELATIONSHIPS POLICY

Introduction

For all of us, enjoying positive, supportive relationships in our daily lives is key to our happiness and fulfilment. Moreover, having positive, supportive relationships is essential, not just for personal fulfilment, but for us to be able to fulfil our school aim:-

“Building a lifelong love of learning in a safe and happy school”

Learning can be acquired, but to love learning requires fascination, inquisitiveness, joy and excitement. For all our young learners, this comes from staff and parents giving a great deal of thought to the nature and quality of children’s learning experiences. Careful attention must be given to factors which motivate, engage, and build social and emotional skills and confidence.

The confidence to feel safe and happy at school is based on trust and warmth generated by our team of dedicated professionals who genuinely care about every child, that child’s family, and about one another.

At a staff workshop in October 2020, colleagues were asked to express the essence of our school culture, “what we stand for”, giving an immediate response, a gut feeling as it were, and using single words and phrases. Repetition reflects the number of people choosing that word:-

Inclusive creativity welcoming **supportive** high expectations high standards **safe place** love of learning teamwork musical caring loving artistic healthy **happy excited** building relationships **parent partnerships** enthusiastic active community **above and beyond** family **feel enrichment** endless possibilities **nurturing** forward thinking resilient **positive** Forest School **children first** teamwork **sense of community** good relationships with families **transition** procedures school special events **nurture** musical opportunities **staff wellbeing** food at Inset Days **positivity** **passion for books/stories** Restorative practice **creativity** **Staff don’t leave!** Messy outdoor learning **Friends** events encourage a broad curriculum **value** **children** positive communication **happy and safe** encourage **community involvement** healthy school caring **include all** inclusive of all **make learning fun** **value differences** friendly supportive **teach children to be resilient and resourceful** build independence **good humour** **social interaction of staff** fun learning teamwork **supportive** place to work **community presence** **we love our children** physical environment **parent relationships** we do our best to ‘walk the walk’ **high standards** of

manners and behaviour creative art focus caring and safe environment
enrichment days 1:1 support 'incredible' inclusivity friendly place to work
we respect our children ourselves and our school life skills
everybody wanting each other to succeed good planning
golden time nice kind teachers fun things to do making people
happy parental support approachable confidence consideration team
spirit respect

This was summed up nicely by a child at their School Council meeting: "There's only one Loughton Manor First School!"

It can be seen that the degree of consensus was high about what we believe important.

Everything we say we stand for, can only come about if rooted in positive relationships across the whole school community.

The purpose of having a Relationships Policy

We all have feelings, sometimes strong ones, but how we behave in response to our feelings, is a choice.

Making good choices consistently in how we behave isn't always easy for any one of us. It can be particularly difficult for young children who are still at the early stages of making sense of their own feelings, and have limited experience of understanding and empathising with others.

Managing our relationships by behaving respectfully and with empathy replaces the need for a Behaviour Policy, thus this Relationships Policy takes its place.

This policy sets out the behaviours we expect of everyone involved in school life; the children and all the adults that support them. Those expectations are founded upon genuine affection for our children, and upon care, courtesy and mutual respect for all. In everyday life at school, we describe our expectations as our values.

In this policy we set out the practical details of how we intend to live out our values. It focuses primarily on relationships with and between children, our whole raison d'être as an infant school. It also provides a framework for us as adults, in order that the supportive teamwork we believe in so strongly, can allow creativity and success to flourish and make sure Loughton Manor is truly a safe and happy school for all.

Promoting and fostering positive relationships

Positive relationships are established from the first contact with Loughton Manor First School:

- Staff always try to be helpful and friendly to anyone contacting or visiting the school.
- Volunteers such as governors and parent helpers are similarly helpful in reaching out to our community, and play an important role in welcoming new parents in particular.
- Staff take time and trouble to listen and respond warmly and with empathy to any enquiries or queries.
- Ensuring every new pupil receives a home visit from their class teacher supports the establishment of an open and friendly relationship between staff and parents, and plays an important part in helping children to recognise and accept school staff as trusted adults who are working in partnership with their parents.
- A careful, considered induction programme and similarly thoughtful transitions are designed to give children the confidence to feel secure and at ease in school.

Functional Fluency

In considering our adult-to-adult relationships, it can be very helpful to bear in mind a model of full Functional Fluency (Susannah Temple 2002) in order to help us frame our interactions in a positive manner and communicate well. The four elements each have a positive (*yellow shading*) and negative (*purple shading*) mode. The positive modes are the effective way of using the elements. This is how we communicate well.

DOMINATING bossy fault finding punitive	–	–	MARSHMALLOWING overindulgent inconsistent smothering
inspiring well-organised firm STRUCTURING	GUIDING & DIRECTING +	LOOKING AFTER PEOPLE +	accepting understanding compassionate NURTURING
alert aware	+ ACCOUNTING assessing inner and outer current reality		rational evaluative
CO-OPERATIVE friendly assertive considerate	+ RELATING TO OTHERS	+ DOING MY OWN THING	SPONTANEOUS creative zestful expressive
anxious rebellious submissive COMPLIANT/RESISTANT	–	–	egocentric reckless selfish IMMATURE

We are all human, however, and on a bad day will slip into bad habits, using the negative modes and reacting rather than responding to others. The thing to try to remember is that this can be counter-productive. However, we all try hard to support one another, so that if someone is having an uncharacteristic 'bad day' we would hope to 'cut them a bit of slack', and continue to respond rather than escalate by further reactive behaviour.

Restorative Practices

A core part of our teaching is to help our children learn to manage their feelings, and consequently their behaviour. Our ideal is to create a restorative climate with 'self-managing' behaviour, which makes the difference between 'good' and 'outstanding' behaviour.

We have agreed that positive relationships are based on mutual knowledge, respect and shared values:

- to see our behaviour in relation to others i.e. grow in awareness of the impact of our actions
- to develop empathy, i.e. try to understand and care about the viewpoint and feelings of others

To do this we use a restorative framework. This involves employing communication practices that are inclusive, building integrity and dignity for everyone; staff, pupils, parents and the wider community. They are communications in which adults:

- build a sense of connection and belonging for all members of the school community
- develop understanding and appreciation of differences and difficulties
- participate actively in promoting social responsibility and building a school climate of mutual respect

We believe self-discipline will grow and develop where pupils are actively involved in their learning and have opportunities to make decisions. Giving young children responsibility for their own behaviour encourages them to take risks, make mistakes and thus develop management of their actions. It's important to emphasise that it is the child's choice how to behave.

As a school we aim to view behaviour in terms of appropriate and inappropriate rather than good or bad. We seek to administer sanctions, which we describe as consequences, rather than to punish.

Consistency of approach by all members of the school community is essential for successful behaviour management. Our whole school restorative approach will include the common usage of appropriate language, and incorporates assertive discipline to support calm, objective interactions and positivity. See Appendix 1.

The school actively discourages any form of unacceptable behaviour such as teasing, bullying, racism, prejudice or sexism, and always tackles any such issues promptly

and thoroughly. Using restorative conversations consistently and conscientiously helps minimise unacceptable behaviour.

To help pupils to learn what is appropriate, staff actively encourage children to play adventurously but to make good choices when assessing risk.

Keeping restorative practices at the fore is essential when supporting the development of positive relationships, and in challenging unacceptable interactions. Ongoing training and staff discussion is needed to keep improving our practice. Summary information is displayed on the staff noticeboard. Staff are encouraged to seek advice from our lead practitioner, Jo Rose, or from Daniela Thompson, the Headteacher. Basic guidance is as follows:

Practice Standards

Affective Language

- A precise, truthful statement of the impact of words and actions
- Statements begin with 'I'...
- Affective statements are followed with a question in order to promote dialogue
- Maintain a separation between the words used for people and the words used for actions
- Affective feedback is spoken in a calm informative tone

Conversations and Informal Meetings

- Take place as soon after an incident as is practically possible. The younger the children the more crucial this is.
- Involve all those directly affected by the incident
- Questions are asked in a respectful non-judgemental manner
- Questions are always open-ended (i.e. require a response)
- Questions are always structured (Find Out, Effects, Responsibility) to ensure fair process for all involved
- Questions begin with the wrongdoer(s) and then those harmed
nb Always get a fuller understanding and context by asking what was happening / happened (i.e. what were the participants doing) BEFORE ... the incident/issue
- Opportunities are provided for making things right
- The implications from any outcomes are clearly understood by all participants
- Facilitators remain neutral i.e. refrain from offering opinions and interrupting...*however, with our young pupils a certain amount of help and modelling of language is needed*
- Actively encourage children to listen to one another respectfully, and to talk directly to one another, rather than to the facilitator. e.g. "Joe, talk to Fred and tell him how that made you feel." "Fred can you tell Joe what you will do to put this right? (make this better?)"

A Positive Learning Environment

To build a positive learning environment, both children and adults need to work together to establish and sustain a culture of responsibility and co-operation. Features of an effective environment include:

- positive values displayed prominently which are agreed, referred to and reviewed regularly by staff and pupils
- simple, clear and predictable routines
- use of visual cues
- seating plans, when appropriate
- effective organisation of furniture, resources and personnel
- positive feedback for all children

Behaviour Management

Adults in school model and teach positive behaviour to make sure children understand what we mean. All practitioners respectfully make children aware of times when class or group listening is required.

All staff use the detailed Social and Emotional Aspects of Learning (SEAL) and Personal, Social and Health Education (PSHE) Scheme of Work as a common basis for teaching behaviour management. Agreed whole school themes are addressed in assemblies and Circle times.

All classes use an agreed 'traffic lights' system of giving warnings to individuals by moving their name to 'yellow' ...and hoping not to have to escalate to 'red'. This approach is not used in Nursery class. When using the traffic light system, it is crucial that there is consistency across the school about the way in which it is used. The following consequences were agreed by staff during an Inset Day on 3.9.21:

- A reminder
- A warning: "I need you to....otherwise you will need to move your name."
- Move name to yellow
- Move name to red □ time out in another class and a conversation with the parent
- Severe clause – sent to the Headteacher – if a child displays an example of extreme behaviour, i.e. hitting or biting

In KS1 Class Dojo is used. Children can earn Dojo points for good work or behaviour and these are added to the electronic programme. Other adults who work with the children, for example midday playworkers, are also able to award Dojo points. These are noted on class whiteboards and teachers are responsible for adding these to the programme. When 100 points are awarded the class teacher resets to 0 and a class reward is added to the reward chart displayed on the wall in the classroom. When 10 class rewards are achieved the class votes for a class treat.

In FS class rewards charts are also used and awarded by the teacher. As in KS1, when 10 rewards have been awarded, a class treat is voted for by the children.

Other ongoing strategies used by school staff as sanctions or consequences are numerous and broadly categorised into least to most intrusive, and always within a restorative framework. See Appendix 5.

The most successful interaction with pupils is when it refers to our values and is therefore not directly aimed at the pupil personally. Staff actively look for opportunities to offer praise and encouragement to reinforce positive behaviour.

Examples of rewards/positive strategies to teach and encourage good behaviour, and possible consequences of inappropriate behaviour, can be found in Appendix 6. However, there are two phrases we use consistently and frequently throughout the school:

- When encouraging co-operation..."I need you to..."
- To empower children to assert their needs..."Please, stop, I don't like it." This can be used with a hand signal of two raised palms when appropriate. All staff are expected to actively encourage this response, and will always ask, as part of the restorative conversation, 'Did you tell them you don't like it / to stop it?'

Additionally we have clear strategies for gaining children's silence and attention:

- If an adult raises their hand, children are to fall silent and copy the action. Any adults in the vicinity model this and cease all conversation immediately. Adults must follow through consistently and insist on silence for the speaker. Practice needs to include knowing when it's OK to lower their hand, but continuing to listen to the speaker.
- A clapped rhythm which the children echo, repeat once or twice as needed, but importantly, should not be used repeatedly against a background of chatter. The aim is for immediate quietness and listening. Again, children must understand that speaking should cease immediately. Remember to thank children for speedy listening.
- Instead of the above 'hands up' signal, the Midday Playworkers use the lollipop drum to gain silence in the hall. This is because the hands up signal has proven difficult to implement when children are seated at round lunch tables, many with backs to adults.

For some children it will be necessary for them to have a 'Positive Behaviour Plan' to help them to manage their behaviour. This will be put in place by staff, parents and the child working together. Advice and support is available from the Assistant Head for Inclusion, Headteacher and the LA Inclusion and Intervention Team (SEND).

More serious / repeated misdemeanours

Repeated incidents or more serious inappropriate behaviour will entail involvement of the Headteacher or a member of the Leadership Team. Parents will be informed at this time.

An Incident log will be kept in the case of repeated inappropriate behaviour, and specific support strategies with specialist TA involvement will be put in place.

For further or persistent poor behaviour parents will be involved and frequent /regular oral communication between parents, teacher /Headteacher and pupil may be necessary. Also, the Assistant Head for Inclusion will be involved as we will need to support the child's Social, Emotional and Mental Health (SEMH) needs

Persistent or particularly serious misbehaviour will entail more prolonged consequences given by teachers or the Headteacher, and close communication with parents to inform them of the situation, and involve them.

It is always to be hoped that a positive result will be reached, that the behaviour is rectified and that there is no recurrence.

In the event of extremely poor or dangerous behaviour, parents will be informed and governors will be involved.

If all the above procedures prove to be ineffective the offending pupil may be excluded with the agreement of the governors. This is seen as the last option.

Occasionally it is necessary for physical intervention to prevent a pupil causing injury or damage to themselves or others, or causing disruption. See Appendix 7 for specific guidance on the use of force to control or restrain pupils.

Bullying

We acknowledge that young children will argue, squabble or even on occasion hurt one another within the 'normal' range of learning to manage their behaviour and developing their social skills. We constantly seek to address this through our PSHE curriculum and commitment to restorative practice.

However, 'bullying' is distinct from this. It is when there is persistent, targeted unkind behaviour. It is an issue we take seriously, and will always challenge. It is important that we agree what bullying is, and that all staff follow our policy in dealing with it.

Bullying can be:-

Physical:	Pushing, hitting, other forms of violence and threats
Verbal:	Name-calling, sarcasm, teasing, spreading rumours, deliberately hurtful remarks (nb verbal bullying can be spoken or written*)
Non-verbal:	Pulling faces, threatening looks or gestures
Emotional:	Exclusion, tormenting, ridicule, humiliation
Racist:	racial taunts, graffiti, gestures.
Prejudice:	Similar to emotional, but due to, e.g. different faith groups
*Cyberbullying:	text messages, use of social networks, emails etc. as a form of verbal and/or emotional bullying. See the school's e-safety policy for further guidance.

We encourage children always to tell an adult. It is important that the child can trust us to pursue the matter thoroughly. Specifically we will:

- investigate the incident using restorative discussions and find out how serious it is

- talk to the wrongdoer/s, the victim, and any witnesses to establish what has happened
- involve the parents of the wrongdoer/s and the victim
- have as our main aim that the wrongdoer recognises his or her behaviour and stops it

To minimise the potential for bullying, staff will:

- have regular class discussions and/or circle times, some of which specifically inform our school council of children's concerns
- ensure daily check-in circles take place to build respect and empathy for all
- model and teach a range of personal, social and health activities throughout the school
- ensure all staff are aware of and follow policy, and use a restorative approach
- develop playground activities
- have assembly time discussions
- listen to children
- listen to parents with an open mind
- ensure we keep colleagues informed of any situation or incident where our teamwork will be of significance

We work to the Milton Keynes Council guidance for schools in dealing with racist incidents and our school's Racial Equality Policy. This includes keeping a record of the incident. Whilst there is no longer a reporting to LA requirement, we need to continue to take seriously and actively challenge any racism, however minor. (Appendix 3, record). Racist Incident records are kept in a locked cabinet in the Headteacher's office with Safeguarding Records (those produced prior to the implementation of the electronic system My Concern).

Monitoring and Evaluation

The effectiveness of our Relationships Policy will be informally assessed at our annual September Inset whole school refresher training and policy review. Further monitoring and evaluation will be within the remit of the Nurture Team, a curriculum team which meets termly. Their annual SIP Action Plan will identify aspects for development/improvement that help to support and sustain our culture of positive relationships across our school community.

Review

This policy will be reviewed annually in the Autumn Term as close to the start of the academic year as possible.

Appendices

- Appendix 1: Guidelines of our whole school approach to 'Assertive Discipline'
- Appendix 2: Playground Behaviour Plan
- Appendix 3: Form for reporting Racist Incidents

Appendix 4: Our Happy School

Appendix 5: Strategies for Managing Behaviour

Appendix 6: Examples of Rewards and Possible Consequences of Inappropriate Behaviour

Appendix 7: Use of Force to Control or Restrain Pupils

Appendix 1

Guidelines of our whole school approach to 'Assertive Discipline'

We use assertive discipline within the context of restorative practices, as set out in the Relationships Policy.

“To assert” can be defined as “to state or affirm positively, assuredly, plainly or strongly”.

It is not about being “bossy”, “aggressive” or “loud”.

An assertive member of staff sends a very clear message to their students that:

“I am committed to being the leader in this classroom, a leader who will establish an environment where I can teach and my students can learn. To reach this goal, I am committed to teaching and empowering my students to choose the responsible behaviour that will allow them to succeed in school, and succeed later in life.”

- Assertive discipline is about empowering students in this way, but also empowering staff to take control – to take away feelings of helplessness, guilt fear, and isolation, thus improving morale, reducing stress and creating a happier working environment.
- “Teaching is harder than any other profession” in that we have to manage our biology. When we give an instruction in the classroom our evolutionary response will encourage us to look for those who “don’t do it” – anxiety over this will result in a natural reaction of either “fight” or “flight”. There should be no blame attached to this – this is acting like a human being. In assertive discipline we are trying to manage our biology by using clear directions linked with positive repetition – focussing on the ‘invisible’ majority, not the ‘dodgy’ minority.
- Assertive discipline requires whole staff commitment.
- ‘Staffroom talk’ – we need to talk more about the positives and share loudly the many successes, e.g. discussing effective restorative conversations and the positive impact for the children involved.
- Adopting assertive discipline can be seen as a healthy schools initiative, promoting respectful, positive relationships.

Facts that make Assertive Discipline a necessity

- Children today are bringing more than pens and pencils to school. In increasing numbers, they’re bringing the confusion and uncertainties of, for example, family breakdown, emotional neglect, financial hardship. Sometimes there are troubled adults in children’s lives who may not be able to teach their children to feel good about themselves.

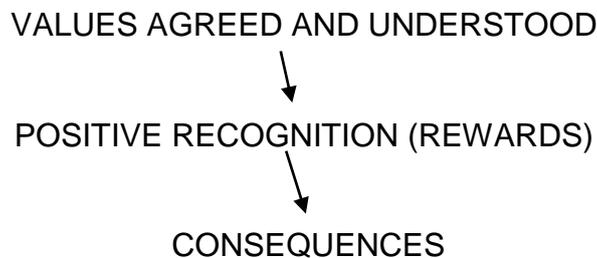
- A good curriculum will help pupils stay on task. But first they must know how to be on task. The reality is that you are going to have pupils who exhibit behaviour problems even with the best curriculum and teaching.

So what do students need?

- To know staff members' behavioural expectations
- Agreed shared values
- Positive recognition and support
- To be taught how to choose responsible behaviour
- A fresh start every session / every new day the slate is clean

The aim for students and teachers is a win:win situation.

A POSITIVE BEHAVIOUR PLAN



- Makes managing student behaviour much easier
- Protects your right to teach
- Protects students' right to learn
- Protects the right of all to feel safe
- Helps ensure the headteacher's support

Remember:

VALUES must be CLEAR

REWARDS must INCLUDE THE CHILDREN'S IDEAS

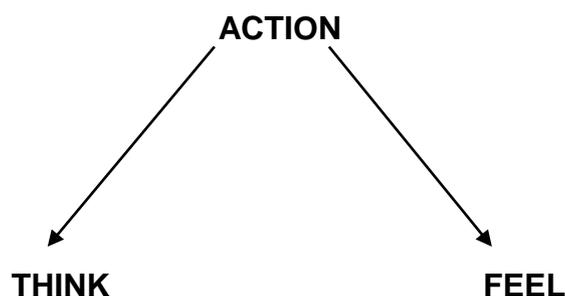
CONSEQUENCES must be APPROPRIATE

CONSISTENCY of consequences is essential.

GIVE THINKING TIME whilst acting promptly

SEVERITY is not important. Lengthy periods sitting in the shared area is not necessary or appropriate – 1 or 2 minutes is just as effective. Consider giving the child a timer to remind you when the 2 minutes is up. This can usefully prompt a restorative conversation in which the child takes responsibility.

Teaching Responsible Behaviour



The aim is to get children to slow down and think before they act. Disruptive pupils tend to act immediately, impulsively, as a response to what they feel. We need to create time for their adrenalin level to settle down.

We teach responsible behaviour in the manner that we need to teach academic subjects.

TELL

TEACH/COACH

MOTIVATE/REWARD

EMPOWER

(Learn to do it, not because I told you so, but because it is contextually relevant. However, we need to be age appropriate, e.g. in FS1 there is a lot of 'telling' needed)

Why teach/coach?

We cannot make assumptions about understanding. Inappropriate behaviour is not necessarily 'misbehaviour' intended to be disruptive or negative – they may just not know yet how to behave.

- Teach the values, rewards, consequences step by step
- Make sure the children realise that the whole programme rests upon them making behaviour choices.
- Check understanding of vocabulary in plan
- Place plan on wall to refer to regularly
- Use role-play, questioning, coaching to ensure understanding
- Types of question:
 - Descriptive – the facts, meaning*
 - Reflective – why important*
 - Speculative – what would happen if? What would you feel if?*

Aspiration

That less and less feedback is needed as children gain the confidence and understanding to become consistently positive and self-managing

Your classroom positive behaviour plan must be underpinned by an engaging curriculum, sound classroom organisation and clear task instructions.

Children need to know what they need to do and most importantly why (WALT and WILF!)

Get children to repeat what they have to do. They often listen better to peers.

Teaching routine

Define activity
Rationale
Demonstrate
Establish signal for attention
Practice
Give Feedback
If necessary re-teach.

Noise Level

‘Silence’ – do you really mean it when you ask for it?

Partner Voice
Group Voice
Class Voice
Playground Voice

The children need help to develop these and learn how to use them. Displays such as pictures, graphs or a ‘noise meter’ pointer can help.

Teacher must have signs known by all to indicate ‘listening time’. It must be uniform, consistent and mandatory. Egs are a drum or tambourine; raised hand signal, a song or chant; clapped rhythm

An important point to remember:

Most children we teach can, with a lot of support, learn to use their ‘thinking brain’ before they act. There are a very few who will continue to use their ‘emotional brain’ first and these are cases which require outside support agencies and individual behaviour plans.

In these cases we need to be explicit with the other children about why an individual is being responded to outside the agreed plan, and explain how we are going to help.

It is important to be open and honest with them.

Appendix 2

Playground Behaviour Plan

We have an agreed lunchtime plan so that all children are able to eat their lunch and play happily and safely

Rewards

- Smiles
- Thumbs up
- Midday Playworkers superstars/certificate/stickers
- Share with teachers
- Table of the week

CONSEQUENCES

Restorative Conversation with an outcome that takes responsibility to put things right



Midday playworkers follow the traffic light system as explained above

APPENDIX 3



Racist Incident Report Form

Date of Incident

Perpetrator	Pupil /staff / outside person/s / parents / other (please circle) Ethnicity..... Gender Age/Yr
Victim	Pupil /staff / outside person/s / parents / other (please circle) Ethnicity..... Gender Age/Yr
Victimless Incident (please tick)	Yes <input type="checkbox"/> No <input type="checkbox"/>

Nature of Incident (Please tick or state)

Physical Assault <input type="checkbox"/>	Name Calling <input type="checkbox"/>	Racist graffiti <input type="checkbox"/>	Offensive badges <input type="checkbox"/>
Stating racist Opinions <input type="checkbox"/>	Incitement Of others <input type="checkbox"/>	Refusal to Cooperate of (play/work with) <input type="checkbox"/>	Other

Brief description of the incident

Action Taken/Victim Support

Signed **Date**.....

Appendix 4

Our Happy School

These statements form the basis of our shared values, as agreed by staff on 3.9.21. At the start of each year, class teachers establish rules with the children and then display these rules consistently across the school.



Our Happy School

We come to school to learn and play.

We keep each other safe.

We are kind, thoughtful and caring.

We are respectful and polite.

We celebrate our achievements and differences.

Appendix 5

STRATEGIES

The following range of strategies is not exhaustive but comprises strategies from least to most intrusive. Intrusiveness can be described as the degree of disruption it causes on an individual or class level i.e. the degree to which teaching and learning is interrupted.

Least to Most Intrusive

- **Non-verbal messages**
'the look', moving closer, visual prompts, the touch
- **Tactical or planned ignoring**
Planned method of dealing with a specific undesired behaviour that is discussed with a pupil later
- **Description of reality**
Simple, calm statement of fact describing the inappropriate behaviour. *"John, you are talking"*
- **Simple direction**
Simple, clear statement of desired behaviour using "please", and always followed by "thank you". Using "thank you" implies compliance.
- **Redirection**
This reminds the pupils of what they should be doing and avoids getting involved in a discussion about what they are doing wrong. e.g. "We need you to..."
- **Reminder of values and expectations**
Re-state the relevant value/expectation *"When we go into the hall we..."*
- **Question and feedback**
Asking a prompt question to show that inappropriate behaviour has been noticed, *"What's happening here?"*
- **Blocking or assertive statement**
When compliance is not gained immediately and the low level behaviours continue, insist on what is required by using the **'broken record'** or **'dripping tap'** technique. This is a calm, repeated statement of the direction using the pupil's name and 'thanks' at the end. The language remains unchanged until the instruction is followed.
- **Choice or consequence**
This enables a pupil to take responsibility for his/her actions. The most common consequence, a move to the 'yellow' traffic light, accompanied by a clear and calm explanation of why. A choice would be to encourage positive behaviour by the child taking responsibility making a change. For example, *"Sally, if you continue to disturb John, you are choosing to work alone."* As always, an immediate 'thank you' if the child then makes a good choice.
- **Exit procedure**
If the range of strategies above do not have the desired effect we have in place an exit plan. Every class has an identified 'Time Out' system e.g. a 'thinking place'. After a time out, a follow up meeting with the child sets the expectations for re-entry into the classroom.

Appendix 6

Examples of rewards/positive strategies to teach and encourage good behaviour

Be smiled at and noticed. Thumbs up.

Staff actively looking out for opportunities to offer praise and explaining what it is that is being praised.

Receive incentive sticker and /or merit/ commendation certificate.

Be given a special job.

Receive praise.

Earn agreed group /class reward (e.g. via bead, marble, 'smiley' tally).

Be given public acclaim for good work in class and at assembly.

Be praised in assembly for "Special Achievement".

Be encouraged to show "Special Achievement" certificate to parent.

Show work to another teacher /Head /other children.

Have work displayed.

Modelling of appropriate behaviour, by staff and/or peers.

Use of photographs to illustrate desired behaviour

Send certificate or card home in the post

Share successes with parents informally e.g. home time conversations

Possible consequences of inappropriate behaviour.

Eye contact, (a 'look').

Hand on shoulder.

Repetition of instruction, ('I need you to').

Verbal correction by immediate adult concerned, making sure that the desirable behaviour is explained (and modelled when appropriate).

Verbal correction by Head / Assistant Head.

Writing a letter to apologise.

Loss of freedom to choose where to sit. This will normally be preceded by time needed to practice doing what the child should have been doing. i.e. "another chance". In assembly this may be to move to sit near an adult, or to sit on the bench at the side.

Withdrawal of privileges for measured periods of time (e.g. 5 minutes loss of break time. During this time children may be given jobs to do in school to help the class teacher, but be careful - this could be a reinforcer! They might enjoy this consequence.)

Being sent inside during break /lunchtimes.

Consequences will always be used progressively, except in situations where pupils might be a danger to themselves or others, when the 'severe clause' would be implemented.

Appendix 7

Use of Force to Control or Restrain Pupils

Supporting Guidance

Section 550A of the Education Act 1996 gives clear guidance on this issue and we always operate within those guidelines. The most important aspect to which we must always adhere is:

*“The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. **Any force used should always be the minimum needed to achieve the desired results**”.*

In addition, MKSCB (Milton Keynes Safeguarding Children Board) produced a policy in Autumn 2009 ‘Policy on the Use of Restrictive Physical Intervention with Children and Young People’. Our procedures underpin this Milton Keynes policy, and we comply with it.

Our agreed practice

CPD. Some colleagues have had Team Teach training, and more recently a complementary training approach called Staff Safety Training. All senior staff are trained, as well as several other teachers and TAs. Staff should make it their business to know who has had training so that they can readily access appropriate support in managing a child’s physical response. If in doubt, staff should call upon the Headteacher or an Assistant Head for support.

Staff are encouraged to let the Assistant Head for Inclusion know if they would like to have further training in physical restraint.

Recording Incidents of restraint Certain individual children will have an ongoing incidents record monitoring their SEMH state. Any occasion other than minor or trivial should also be recorded in the bound Incident Book. The Incident Book is kept in the main office. The book gives the following information:

- the name(s) of the pupil(s) involved, and when and where the incident took place;
- the names of any other staff or pupils who witnessed the incident;
- the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff);
- how the incident began and progressed, including details of the pupil’s behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;
- the pupil’s response, and the outcome of the incident;
- details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property.

In our first school circumstances the “reasonable force” will sometimes be to pick up and carry a child carefully, ensuring the child and the adult are both safe from

becoming injured, and removing them from the circumstances of their behaviour difficulty. In general, this would be regarded as minor and not warrant recording in the incident book. However, wherever possible it should be a senior member of staff, preferably the Headteacher, who carries the child. Staff should be accompanied or within sight of a colleague when these circumstances arise.

It is always advisable to inform parents of an incident involving their child and to discuss it with them. It is likely that any child with whom physical intervention becomes necessary would be a pupil whose parents we had already involved regarding their behaviour. Therefore, any discussions should be held in the light of the strategies agreed in the management of their behaviour and the Headteacher informed or included in the discussion, as appropriate.

Incidents in which a member of staff is physically attacked should be recorded, either in an individual pupil's log if there is one, or in the Incident Book. The general protocol is that a child is removed from the teaching area if they hit or kick a member of staff; i.e. an internal 'exclusion' for the remainder of the day. The main aims in this are

- a) to reinforce the unacceptability of such behaviour
- b) to reassure staff that their wellbeing is considered important

In rare cases, a formal exclusion would be made and the Chair of Governors involved.