

St Katherine's C of E Primary School



Positive Relationships and Behaviour Policy September 2024

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'Love your neighbour as yourself' (Gospel of Mark Chapter 12 verse 31)

As a Church of England school, our Christian vision and values are central to all we do. Our vision of 'Love your neighbour as yourself' (Mark 12:31) motivates us to be guided by Jesus' example of treating everybody equally. He inspires us to live out our Christian vision and to strive for excellence in all that we do; celebrating life in all its fullness.

1. Vision

Guided by God's love, our courage, diligence and ambition inspires us to be curious and respectful global citizens. As one community, we flourish so we can make the world a better place and 'love our neighbour as ourselves' (Mark 12:31).

2. Aim of the Policy

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill
- To use our 8 Christian Values to underpin our nurturing, relationship-focused and therapeutic approach
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others

3. Purpose of the Policy

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focused approach to behaviour management. This will allow the pupils at St Katherine's C of E Primary School to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Our Positive Relationships and Behaviour Policy is not primarily concerned with rule enforcement, but is a tool used to promote positive relationships with peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistency, and clear, calm adult behaviour underpins this.

4. Definitions of behaviour

In line with Therapeutic Thinking practice, we classify behaviour into 3 types: Pro-social, Anti-social dangerous, Anti-social difficult.

Pro-social behaviour is defined as behaviour that is positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people.

Anti-social dangerous behaviour is defined as behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Behaviour that causes harm or injury to an individual, the community or to the environment.

Anti-social difficult behaviour is defined as behaviour that violates the rights of another person. Behaviour that is anti-social, but not dangerous.

Examples of types of behaviours seen in school and adult responses will be explained in section 8.

5. Consistency of Approach

In implementing this Positive Relationships and Behaviour policy, St Katherine's C of E Primary School acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent follow up: ensuring 'certainty' at the classroom and Senior Leadership level. Teachers taking responsibility for behaviour interventions, seeking support only where needed
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating
- Consistent consequences (protective or educational): defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent expectations referencing promoting appropriate behaviour
- Consistent respect from the adults: even in the face of disrespectful learners
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently reinforced rituals and routines for behaviour: in classrooms, and at the school reception

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority." Paul Dix

Regularly, staff will remind children of the school rules

- Be ready
- Be respectful
- Be responsible

In doing this, staff will encourage pupils to reflect on how we as a school community live well together and 'love your neighbour as yourself' (Mark 12:31).

All staff will:

1. Meet and greet children at key transition points
2. Refer to Ready, Respectful, Responsible – the behaviours they expect to see and link to School Vision
3. Model positive behaviours and build relationships
4. Plan lessons that engage, challenge and meet the needs of all learners
5. Use Class Dojos and 'house point coins' to recognise pupils who are adhering to the school rules of ready, respectful and responsible in 'little ways'
6. Be calm and 'give take up time' when going through the steps to success
7. Follow up every time, retain ownership and engage in reflective dialogue with learners
8. Never ignore or walk past learners who are not adhering to school rules (unless there is a Predict and Prevent Plan in place that states other strategies are used)
9. Develop positive relationships with parents, involving them in their child's positive and negative choices

Senior Leaders will:

1. Meet and greet learners at the beginning of the day
2. Be a visible presence across the school and especially at transition times
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support staff in managing learners with more complex or entrenched negative behaviours
6. Monitor school wide behaviour policy and teacher practice
7. Regularly review provision for learners who may need additional support

Pupils will:

1. Be ready
2. Be respectful
3. Be responsible

Parents/Carers will:

1. Encourage independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education
2. Foster good relationships with the school and support the school in the implementation of this policy
3. Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations

6. Getting the Basics Right

Visible Consistency makes everyone feel safe. These simple consistencies are key to the success of this policy and need to be adhered to by all staff.

| | |
|-------------------------------|---|
| Before school | Children make their way round to their classroom at the sound of the bell |
| Welcoming children | At the start of the day, children should be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their classroom door to greet the children as they arrive |
| Playtimes / end of lunchtimes | Teachers need to be by their outside door promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go back into the classroom |
| Collective worship | Children need to come into Collective Worship in silence. It is the class teacher's responsibility to ensure this. Children should remain silent throughout the worship as appropriate and actively engage when invited |
| In the corridors | Children are expected to walk quietly in the corridors |
| In the playground | Children should not climb on furniture or walls unless there is specific equipment for this, e.g. gym trail |
| At lunchtimes | Children should not climb on furniture or walls. There are zoned areas for varied activities. Play leaders and MDAs support activities |
| Dining hall | Children should enter quietly and remain quiet whilst queuing. Pupils should use quiet voices to talk to pupils in immediate vicinity once sat down |
| After School | No unsupervised games. Children who are not with parents and have been given permission to walk home should do so immediately |
| In Church | Children need to enter Church in silence. It is the class teacher's responsibility to ensure this. Children should remain silent whilst sitting down and waiting for worship to begin |

7. Recognition and Rewards for Effort

We recognise and reward learners who consistently meet our standards. However, there will be children who regularly exceed this and go 'above and beyond'. We wish to give recognition to pupils who go over and above too. 'Over and above' behaviours include consistently living out our school vision in their daily lives, actively exhibiting our school rules and impacting the wider school community.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.' Paul Dix

Classroom level:

1. Praise for choices
2. Class dojo reward for adherence to school rules and doing the little things well
3. For pupils who go over and above in one of the ways stated, additional rewards are in place such as:
 - a. Phone call home to parents
 - b. Praise card from Class Teacher or Senior Leader

School level:

1. Headteacher recognition – letter or phonecall to parents / postcard posted to pupil

2. Each term, a 'School Vision' badge will be awarded to one child in each class who has lived out the school vision that term. This will be selected by the pupils themselves. These children will be invited for drink and cake with the Headteacher
3. Our annual Canvey Partnership Awards evening will reward pupils who have consistently gone over and above in relation to effort and attitude to learning. This will mean that one child per class (from Reception through to Year 6) will be recognised each year

8. Managing Daily Behaviour in the Classroom

The following are examples of the types of pro-social behaviours that we see in school and how adults respond:

| Behaviour | Adult Response |
|---|--|
| Walking in the corridor | "Thank you for walking in the corridor" |
| Holding a door open for someone | "Thank you, allow me to return the favour!" |
| Using please and thank you | "You're welcome" |
| Walking a child to first aid | "Thank you for helping your friend, it's good to know that we're being looked after when we're poorly" |
| Helping a peer to understand work | "Thank you for helping your friend – it helps everyone when we help each other" |
| Inviting another child to play a game | "Well done for helping your friend, I'm sure they'll enjoy being involved" |
| Using good morning and good afternoon | "Good morning" or "Good afternoon" back |
| Helping an adult carry equipment through the school | "Thank you for helping – you've made my job much easier!" |
| Supporting a peer when they are upset | "Well done for helping your friend, I'm sure they will feel better for it" |

8a. Positive Strategies

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does." Paul Dix

Class Dojos

Class Dojos are used to reward adherence to the school rules through the 'little things'. We encourage pupils to understand the importance of 'doing little things well'. Dojos are used simply with positive points being awarded to pupils. There is no material prize for having the most points, instead teachers will issue a certificate at the end of the week to those deserving.

House Points

House Point coins are used by Senior Leaders to recognise children living out the school rules in their daily lives at school and to celebrate 'doing little things well'. There will be a celebration for the house team who have the most points at the end of the year.

‘Over and Above’ Phone Call Home

Teacher or SLT phone parents to share child’s success

‘Over and Above’ Positive Praise PostCards / Letter

The positive praise card / letter is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff member or visitor, who will let the Headteacher know to send a card / letter and the reason for this. There is no set amount each week – again it must be sincere to keep its value.


“The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.” Paul Dix

8b. Managing and Modifying Negative Behaviour

Where anti-social behaviours occur staff will promote the behaviour they need to see and then seek to discover an explanation and solution for the behaviour (see flowchart in Appendix 2).

Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson be praising the behaviour they want to see. All learners must be given ‘take up time’ in between steps – allowing pupils the time and space to reset their behaviour. It is not possible to leap or accelerate steps for repeated low-level disruption. Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Steps to Success

| | | | |
|---|--------|-------------------------------------|---|
|  | Step 1 | Redirection | Gentle encouragement/guidance based on your relationship with that child |
| | Step 2 | Reminder | A reminder of the rules, delivered privately wherever possible (use 30 second script to help). This does not mean taking the child out of the room |
| | Step 3 | Last Chance | Verbal caution delivered privately (use 30 second script to help), is possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase ‘Think carefully about your next step’. Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour |
| | Step 4 | Time Owed (Educational consequence) | If the pupil still does not engage, use the 30 second script. Attach, “You now owe me two minutes during breaktime/lunchtime” to this step. This two minutes cannot be removed or reduced. If this happens in the afternoon, this two minutes is paid back at the next available breaktime. NO MORE THAN TWO MINUTES IS TO BE TAKEN FROM A BREAK OR LUNCH |
| | Step 5 | Internal Referral | Work completed in an alternative location. Parents are informed by the class teacher if this occurs |
| | Step 6 | Formal Meeting | Formal meeting with the Headteacher |

A Restorative Conversation should take place with all children who reach Step 4 or above. This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions.

Important elements to a Restorative Conversation

1. Send a strong message of care to the pupil
2. Give the pupil an opportunity to say 'what happened'/give the pupil a voice
3. Communicate to the pupil how it made you feel
4. Reiterate your high expectations
5. Create a plan together that sets both the teacher and pupil up for success

Steps to Success

Step 1 – Redirection

Gentle encouragement, a “nudge” in the right direction based on your relationship with the child.

Step 2 - Reminder

A reminder of the expectations. Ready, Respectful, Responsible - delivered privately wherever possible. The teacher makes learner aware of their behaviour. The learner has a choice to do the right thing.

Give take up time, repeating reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

Step 3 - Last Chance

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged (see Appendix 1)

Step 4 - Time Owed

- The learner is asked to speak to the teacher away from other members of the class.
- The learner is informed that they owe the teacher time (2 minutes).
- Boundaries are reset
- Learner is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning
- Learner is given final opportunity to engage with the learning/follow instructions

Step 5 - Internal Referral

If the step above is unsuccessful, then a learner will be asked to leave the room and go to their predetermined partner class. If necessary, the learner may need to work outside a teaching area with a member of SLT. If a child has been out of class/not completed learning based on your shared minimum expectations, they are expected to complete their work during part of play/lunchtime with their class teacher. Whenever an internal referral has been made, the class teacher needs to record this

on CPOMs (under Behaviour – Internal Referral) and the child's parent must be informed.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Step 6- Formal meeting

If behaviour is consistently poor as shown by internal referrals and several reparation meetings or becomes a cause for concern, there will be a formal meeting with the Headteacher. There will then be agreed targets that will be monitored over the course of two weeks. Parents will be informed at this stage. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners. A **serious breach** is an incident that may lead to a fixed term exclusion. Alternatives to exclusion where appropriate, will be sought. For example, it may be more appropriate to have an internal exclusion.

Challenging behaviour

The following are the Anti-social behaviours that we see in school and how adults will respond (de-escalation scripts and educational, protective and logical consequences are explained after the charts).

| Behaviours | Adult Response |
|------------------------------|--|
| Running in the corridor | "Walking in the corridor, thank you" |
| Climbing on top of furniture | Use of de-escalation script |
| Screaming and shouting | Use of de-escalation script |
| Swearing at children | "NAME kind words, thank you" Educational consequence around swearing |
| Swearing at adults | Use of de-escalation script. Logical consequence |
| Punching children | Use of de-escalation script, use of steering, guiding, escorting away. Logical consequence |
| Kicking children | As above |
| Punching adults | As above |
| Kicking adults | As above |
| Rough play | "NAME safe play, thank you" logical consequence |
| Refusing to work | Remind child that any unfinished work will need to be completed and look to support the child in any way to ensure unmet needs are catered for |
| Refusing to listen to adults | Use of de-escalation script. Lack of eye contact may not be evidence of refusing to listen. Follow up when regulated |

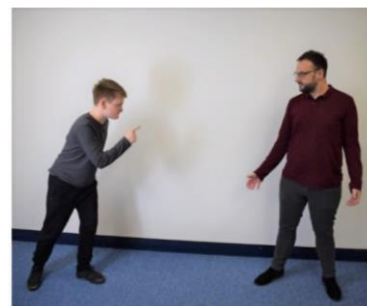
De-escalation Script

- 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 body language

- Outside of an outstretched arm
- Good distance
- Standing to the side
- Relaxed hands
- Managing height



Following the above, if there is a need for further action then this would take the form of consequences.

Consequences

- A conclusion derived through logic
- Something that logically or naturally follows from an action

Consequences are different to punishments as they seek to help the child understand rather than forcing them to comply. They have far greater long-term benefits to the child and everybody in the dynamic.

We separate consequences into two types:

Protective consequences – removal of a freedom to manage harm, e.g. increased staff ratio, limited access to outside space, escorted in social situations, differentiated teaching space, exclusion

Educational consequences – the learning, rehearsing or teaching so the freedom can be returned, e.g. completing tasks, rehearsing, assisting with repairs, educational opportunities, research, conversation and exploration.

For a consequence to be valid, there should be a clear reason for our response. Perhaps we should be able to say, “Obviously, this needs to happen...”.

The Therapeutic Thinking approach is used across 8 counties and the flowchart in Appendix 2 brings together every process used to analyse and respond to difficult or dangerous behaviours. The school will follow the flowchart, kindly reproduced from original work carried out by our Hertfordshire colleagues.

All of the documents referred to within the flowchart are accessible from school.

Should it be necessary for a child or child's belongings to be searched due to a breach of the behaviour policy, then the Headteacher, Deputy Headteacher or SENDCo are authorised to carry out this search. There will always be two people present and advice

will be followed from the DfE's publication 'Searching, Screening and Confiscation' (DfE 2022).

8c. Communication with Parents

Informing a parent when concerns about a child's behaviour or emotional wellbeing is essential but the way in which it is done, often influences the way in which it is received.

Mentioning to a parent at the end of the day in the playground is the first step. This should be an objective and brief comment of what was occurring to disrupt learning. This then needs to be followed up with positive feedback when the behaviour has improved. Be mindful that some parents feel embarrassed to have a conversation about their child's behaviour in front of other parents.

The next step is to organise a meeting with the family. The meeting should take place in school. A member of the senior management team should accompany the teacher in the meeting. There should be a record of the meeting kept in the pupil file including notes of the discussion and actions. A review meeting should be set up quite quickly after the meeting (if necessary) to monitor progress.

It is at that point that the SENDCo be involved in relation to adding the meeting notes to the children's SEND running record, referrals to outside agencies or with a view to devising an Individual Behaviour Plan if necessary.

The Headteacher will contact parents in relation to all serious incidents.

8d. Persistent Challenging Behaviour

Sometimes there is a need to devise a specific response to inappropriate, persistent or challenging behaviours in the classroom. This may require teaching and/or support staff to consider additional, alternative or specialised approaches. Teachers are encouraged to approach more experienced senior members of staff, SENDCo or SLT for help to manage behaviour challenges.

8e. Pupils with SEMH concerns / behavioural difficulties

For some pupils, the 'Steps to Success' may not be fully appropriate. In fact, for some pupils, this strategy may further upset and cause emotional harm.

In this case (SENDCo or SLT will make you aware of such pupils), a trauma-informed approach will be used.

| Regulate (Brainstem) | Relate (Feeling Brain) | Reason (Thinking Brain) |
|---|--|---|
| Co-regulator gives time, space & safety Repetitive & rhythmic activity (rocking, throwing & catching, drumming, dancing, reading, swinging) Use large muscles (wall push ups, plank, walking, hockey & puck, obstacle course yoga ball) Environmental support – what does the space offer the child? | Repair & restore connection (I'm here, I care, it's ok to be mad, when you're ready) Us vs Problem (we will get through this) Do together Solve problem, not punish | Reflect and learn Remember and articulate Rehearse for next time Solve a problem Learn a new skill – teach explicitly Rehearse |

9. Behaviour outside of school

Teachers have the power to discipline pupils for misbehaving outside of the school premises for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

This may include incidents online. In the case of the above, the head teacher will deal with the discipline, in the same way the incident would be dealt with if it had happened in school.

Where cyberbullying takes place out of school hours, e.g. holidays, it is the parents responsibility to deal with the situation. The school will provide support for the child and family and direct to appropriate supportive links/information once contactable during term time.

10. Safe touch

The school has a safe touch policy which can be found in Appendix 9.

Date: September 2024

Review date: September 2025

Responsible Person: Headteacher, SENDCo and Chair of Governors

Appendix 1

Examples of 30 second scripts

Privately where possible, this should be a calm approach using the child's name, taking place at the child's level giving eye contact and delivering a clear message before moving away to give take up time.

1. Reminder

I noticed you chose to...(noticed behaviour)

This is a REMINDER that we need to be (Ready, Respectful, Responsible)

You now have the chance to make a better choice

Thank you for listening

2. Last Chance

I noticed you chose to...(noticed behaviour)

This is the ____ time I have spoken to you

Think carefully about your next step

I know that you can make good choices

Thank you for listening / I'm glad we had this conversation

3. Time Owed

I noticed you chose to...(noticed behaviour)

You had at least 4 opportunities to make better choices

You now owe me 2 minutes at (break / lunch)

4. Internal Referral

I noticed you chose to...(noticed behaviour)

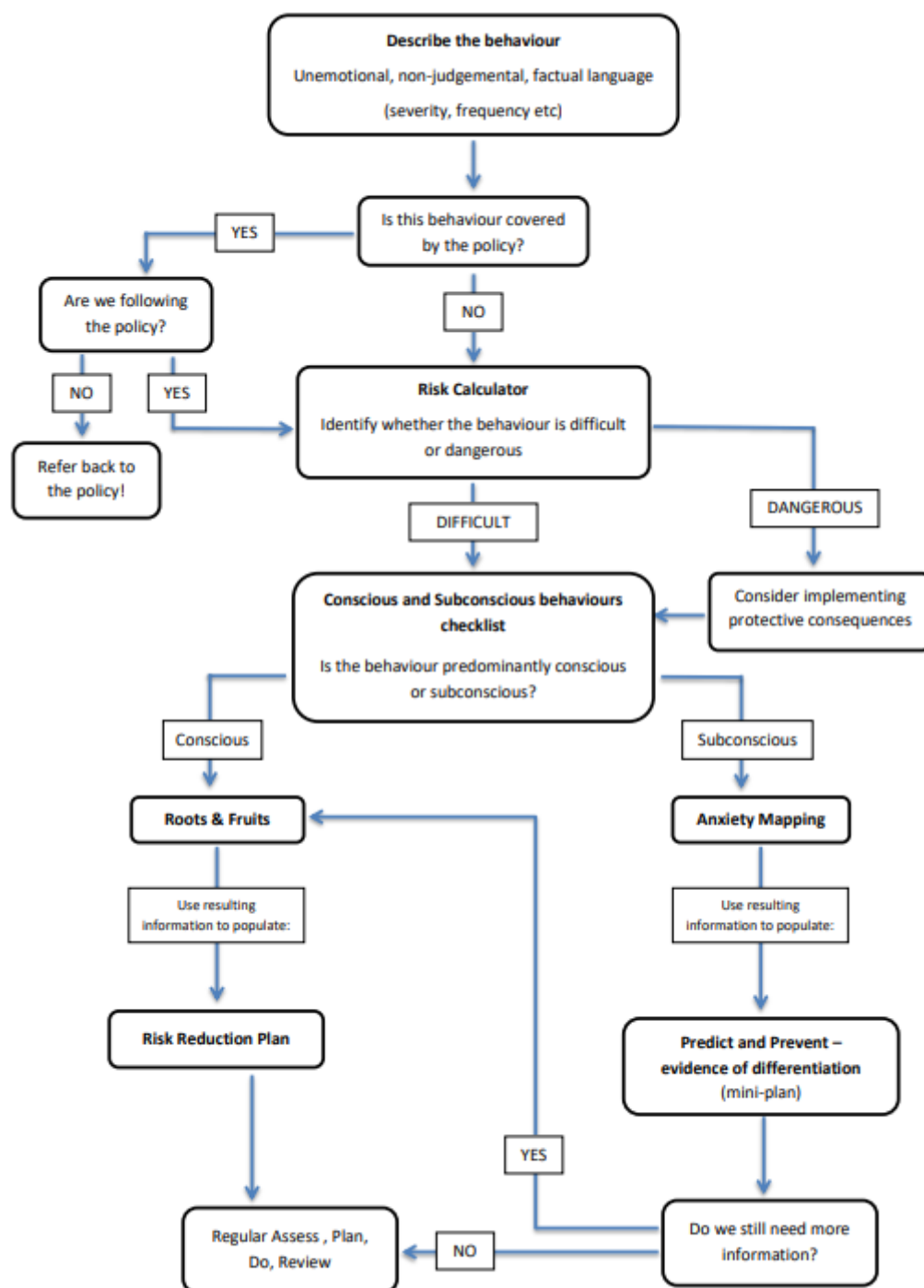
You need to go to the SENDCo / DHT / HT

Playground: You need to 1. Stand by another staff member. 2 Go to the SENDCo / DHT / HT

I will come and speak to you in three minutes

Appendix 2

Flowchart of behaviour intervention



Hertfordshire Steps 2019

Appendix 3

Conscious Behaviour Checklist

| Question | Response |
|--|-----------------|
| What is their desired outcome from their behaviour? | |
| What is the motivation to behave antisocially? | |
| What is the motivation to behave pro-socially? | |
| What are the expected consequences? (Limits to freedom) | |
| How can I impact on the child's beliefs or values? | |

Appendix 4

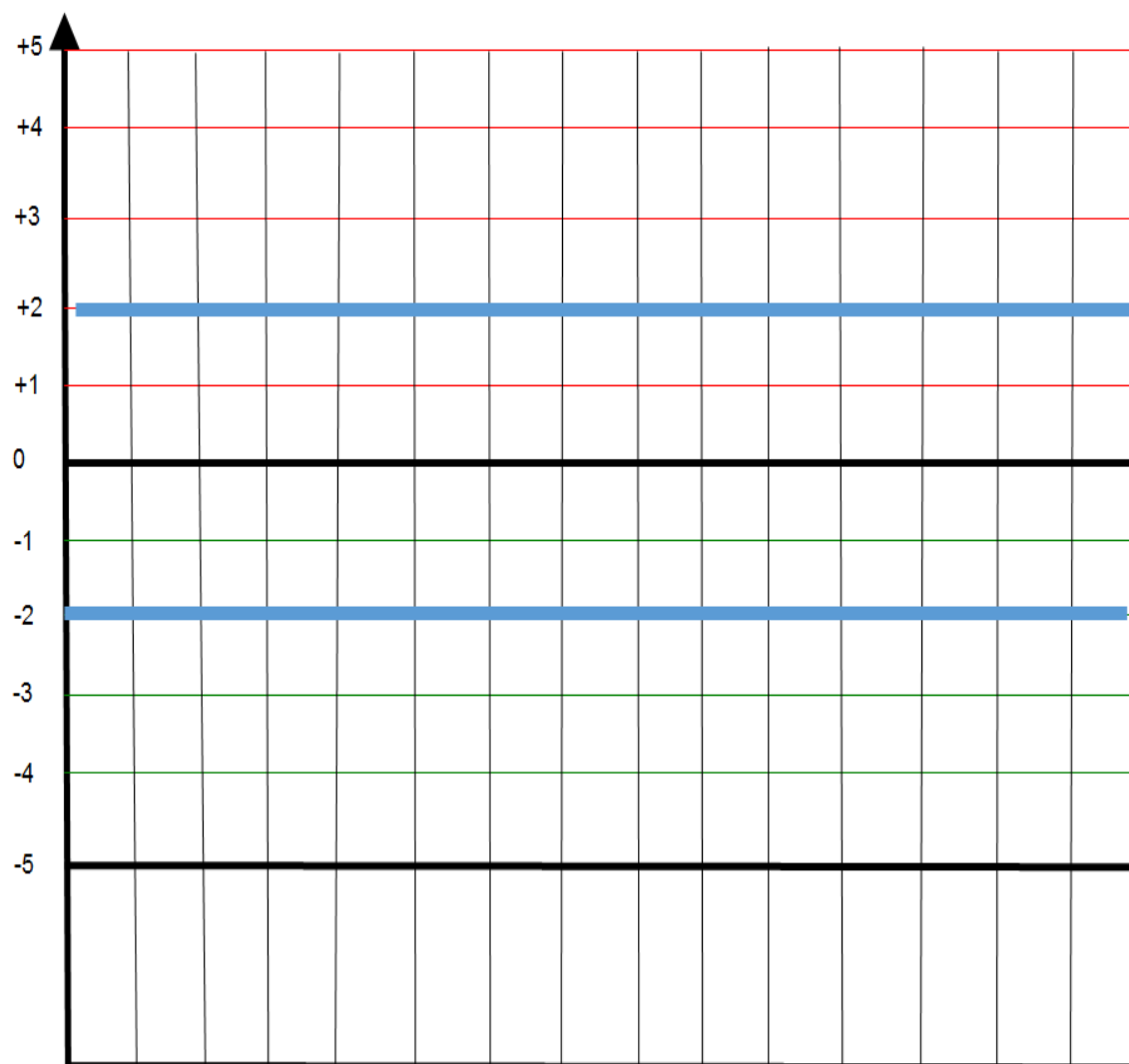
Subconscious Behaviour Checklist

| Question | Response |
|---|-----------------|
| Is the behaviour medical? | |
| Is the behaviour habitual? | |
| What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc) | |
| What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc) | |
| What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc) | |
| What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc) | |
| What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc) | |
| What is over stimulating or overwhelming them? | |

Appendix 5

Anxiety mapping

Anxiety Mapping



Appendix 6

Roots and Fruits

Roots and Fruits

| | |
|------------------|--|
| Name | |
| Supporting Staff | |
| Date | |
| Review Date | |

Anti-social / difficult / dangerous
Behaviours

Pro- social behaviours

DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative Experiences

Pro-social / positive experiences

Appendix 7

Risk Assessment Calculator

| | |
|--------------------|--|
| | |
| Name | |
| DOB | |
| Date of Assessment | |
| | |

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

| Seriousness | |
|-------------|---|
| 1 | Evidence of upset or disruption. |
| 2 | Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation. |
| 3 | Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim. |
| 4 | Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson. |
| Probability | |
| 1 | Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk. |
| 2 | Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely. |
| 3 | Weekly or less. The risk of harm is more likely than not to occur again. |
| 4 | Daily or constantly. The risk of harm is persistent. |

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan

Appendix 8

Risk Reduction Plan

| | | | |
|--------------|-------------|--------------|---------------------|
| Name: | DOB: | Date: | Review Date: |
|--------------|-------------|--------------|---------------------|

| | |
|--------------|---|
| Photo | Risk reduction measures and differentiated measures (to respond to triggers) |
|--------------|---|

| | |
|--|------------------------------|
| Pro social / positive behaviour | Strategies to respond |
| Anxiety / DIFFICULT behaviours | Strategies to respond |
| Crisis / DANGEROUS behaviours | Strategies to respond |
| Post incident recovery and debrief measures | |

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

Appendix 9



Statement on the use of Physical Interventions

- There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:
 - ❑ to comfort a pupil in distress (so long as this is appropriate to their age);
 - ❑ to gently direct a pupil;
 - ❑ for curricular reasons (for example in PE, Drama etc);
 - ❑ in an emergency to avert danger to the pupil or pupils;
- In all situations where physical contact between staff and pupils takes place, staff must consider the following:
 - ❑ the pupil's age and level of understanding;
 - ❑ the pupil's individual characteristics and history;
 - ❑ the location where the contact takes place (it should not take place in private without others present).

Within St Katherine's C of E Primary School this means that as a member of staff may physically guide, touch or prompt children in appropriate ways at appropriate times. It is extremely important that you have read and understood all relevant policy to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with children and the appropriate ways in which we do so.

Why Do We Use Touch?

We may choose to use a physical intervention with children for a variety of reasons, but in general terms we would normally do so for either comfort reward or guidance.

How Do We Use Touch?

Hugging

At St Katherine's C of E Primary School, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling and the adult's hands on the shoulders limits the ability of the child to turn themselves into you.

Hugging can be used either standing or seated

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.

Lap-Sitting

At our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, explored within Steps training. If a child attempts to sit on your lap, explain and ask them to sit next to you if it is appropriate.

At times, children may in such crisis or distress that they hold you in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff. You will be asked to make a note of this, this will be in order to record and monitor the amount of times the student is seeking this support from staff and to analyse the child's unmet need.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to use physical interventions with children.

It should also be realised that some children will not want to be touched. Please respect this.

Staff have a 'Duty of Care' towards the students in their care. Therefore, if a student is likely to be at risk from harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

We also have within our behaviour policy, a section on restrictive intervention in line with Therapeutic Thinking training.

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

If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.

Appendix 10

Guiding, Escorting and Supporting

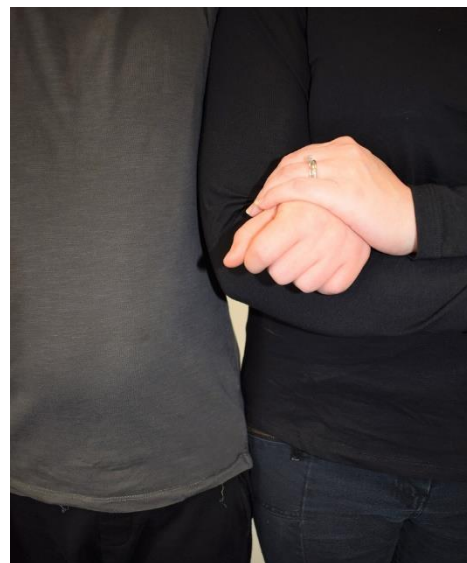
Closed mitten



Closed mitten (used to draw a pupil close)

Fingers and thumb together. The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands result in bruising consistent with poor practice.

Offering an arm (to support, guide or escort)



- Hip in
- Head away
- Sideways stance
- Arm is offered
- Pupil accepts the invite
- Draw elbow in for extra security

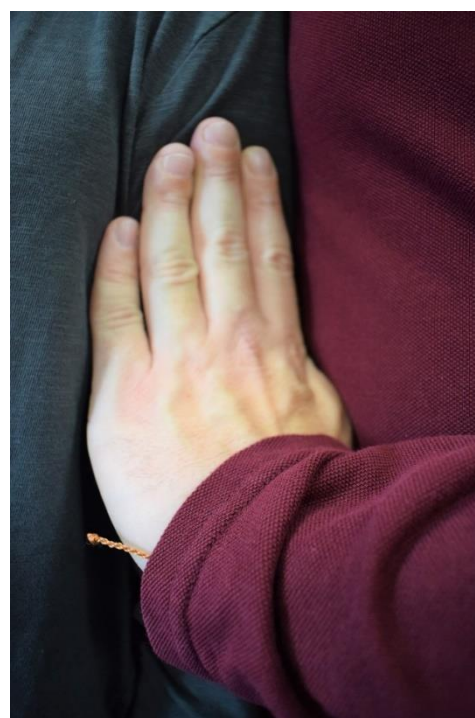
Supportive hug (to support, guide or escort)



To communicate comfort or reward:

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

Supportive arm (to support, guide and escort)



- Hip in
- Head away
- Sideways stance
- Positioned behind the elbow
- Closed mittens used above the elbows to maintain safe shape (penguin shape)
- Communicate intention

Open mitten



- Fingers together
- Thumb away from fingers
- Palms parallel to floor
- 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 guide (to protect to turn)



Open mitten guide (to communicate)

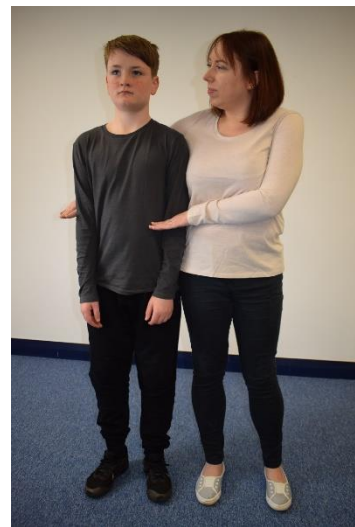


Open mitten guide – paired



- 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)



- 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.