



Positive Relationships Policy

Autumn 2022

Rise to the Challenge

Positive Relationships Policy

Responsibility of:	Curriculum Committee
Authorised by: <i>Chair of Committee</i>	Vic Davinson
Adopted by Governing Body: <i>Date of FGB meeting</i>	23 rd October 2022
Authorised by: <i>Chair of Governors</i>	Kevin Collins
Review date:	Autumn 2025

School Context

This policy has been developed under the guiding principles of the schools' wider aims and values. These values underpin our approach to behaviour and relationship in school and will guide the behaviour of children and adults in school:

Mission statement:

Together, we strive: to provide a highly stimulating and caring environment where all members of the school can achieve their best potential; to have an innovative approach to curriculum design and personalise learning; to support access and achievement for all groups of pupils and staff and reject discriminatory practices.

School aims:

We endeavour to have:

Confident individuals who lead safe, happy and healthy lives.

A community where all feel included, valued & supported.

Responsible citizens making a positive contribution.

Enthusiastic successful learners who achieve & enjoy school.

Principles

In line with our values, aims and ethos we recognise that everyone attending or working at Foxton Primary School has the right to:

- a recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment
- be protected from harm

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by all staff
- expect staff to undertake duties and responsibilities in accordance with the school's policies
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in the school
- be informed about the school's complaint procedure

The school will ensure that all pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school. Parents should have committed themselves to ensure the good behaviour of their child and that the child understands and follows the school's behaviour policy.

Purpose

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the high expectations of positive behaviour held by all. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances staff may need to take action in situations where the use of positive handling may be required. Written guidelines cannot anticipate every situation, the sound judgement of staff at all times remain crucial.

Every effort will be made to ensure that all Foxton Primary School staff:

- clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where positive handling is necessary and are provided with appropriate training to deal with these difficult situations should they occur.
- recognise positive handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk

The application of any form of positive handling places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore,

have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for positive handling.

Definitions of Reasonable Force [taken from DFE Use of Reasonable Force 2013]

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Working Principles of the Policy

The school recognises that the adoption of a 'no contact' policy at school can leave staff unable to fully support and protect their pupils. This policy aims to support staff to make appropriate physical contact as and when necessary. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. Where physical intervention is a likelihood, an Individual Behaviour Plan and Risk Assessment will be devised and discussed with the parents/carers.

Physical intervention will only be used as the last resort to maintaining a safe environment and it will not be excessive or unreasonable. All staff will need to ensure they do not place themselves at risk of false allegations.

The best practice regarding physical intervention outlined below should be considered alongside other relevant policies in the school, specifically those policies involving Safeguarding, Behaviour, Bullying and Health and Safety.

All staff will seek to promote an atmosphere of calm and order where children feel safe and secure. If physical intervention is to be used at all, it will be in the context of a respectful, supportive relationship with the pupil, and be reasonable and proportional to the circumstances of the incident. It is important to have, within the staff, trained members of

staff who have received appropriate training and can offer further advice and support to colleagues.

Children with Special Educational Needs

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges which can make it challenging to recognise whether there are other factors which need to be considered relating to their behaviour. As a school, careful consideration should be given to other factors including:

- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, the school has clear lines of support for SEN children, a dedicated SEN team including: SENCO, learning mentor and ELSA. In addition, bespoke Behaviour Plans are drawn up for vulnerable children, and agreed them with parents and carers.

Physical Contact with Children

It is unnecessary and unrealistic to suggest that staff should only come into physical contact with pupils in emergencies. Younger pupils particularly may need reassurance and comfort in certain situations.

At Foxton, we will be guided by the following principles:

- The level and type of physical contact will reflect the educational and social needs of the child e.g. physical contact is likely to occur in some PE and drama activities, as well as for children who require a personal assistance programme.
- Special consideration should be given to the needs of children who may have suffered from abuse and/or neglect.
- There should be no general expectations of privacy for the physical expression of affection or comfort in any circumstances. Staff must not be alone with a child in such a situation. If, in the unlikely situation a member of staff is left alone with a child, then every safeguarding aspect should be adhered to ensuring risk is reduced for both parties, e.g. doors left open and inform staff.
- Children may be successfully re-engaged in their activities by a hand on the shoulder or by leading them back to their seat. Similarly, a child may be distracted from destructive behaviour. Again, some children engaged in an argument that in itself is not likely to cause harm, may be successfully diverted by using positive behaviour management techniques.
- If physical intervention is unavoidable, it is important that the degree of force used is appropriate to the intervention.

Guidelines for Good Practice at Foxton Primary for Escalating Situations

The Education and Inspections Act 2006 Section 93 states that all members of school staff have the power to use reasonable force when they are (a) on the premises of the school in question, or (b) elsewhere and the member of the staff has lawful control or charge of the pupil concerned.

Reasonable force can be used for the purpose of preventing a pupil from doing (or continuing to do) any of the following,

- committing any offence,
- causing personal injury to, or damage to the property of, any person (including the pupil), or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise [high level disruption, which falls outside the normal remit of our behaviour policy]

Types of Incidents

Incidents described above fall into 3 broad categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury
2. Where there is a developing risk of injury, or significant damage to property
3. Where a pupil is behaving in a way that is compromising good order or discipline [high level disruption, which falls outside the normal remit of our behaviour policy]

Examples of situations which fall within one of the first two categories are:

- A pupil attacks a member of staff or another pupil
- Pupils are fighting
- A pupil is causing, or at risk of causing, injury, damage by accident through rough play, or by misuse of materials or objects
- A pupil absconds from a class or tries to leave the school

Examples of behaviour which fall into the third category are:

- A pupil persistently refusing to do as requested.
- A pupil is behaving in a way that is seriously disrupting a lesson.

Risk evaluation when considering whether to intervene:

In order that the positive handling of a child should calm the situation and not lead to greater injury or escalation of violence, the following factors need to be taken into account. However, there may be times when an immediate response is required from an adult prior to this risk evaluation being carried out.

- It is warranted by the particular circumstances of the incident
- It is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent
- It is carried out as the minimum to achieve the desired result
- The age, understanding, medical conditions and the gender of the pupil are taken into account.
- Knowledge of the child's previous experience of restraint and their predicated reactions.
- The age, medical conditions and the gender of the adult are taken into account.
- The location of the incident and the potential for physical intervention to be carried out safely. Consider the impact of an audience. If possible, remove the audience. If this is not possible, remove the pupil to a quiet space [ensure two members of staff are present or that the door is left open]

Wherever possible, assistance will be sought from another member of staff before intervention.

The form of physical intervention may involve staff doing the following:

- physically interposing themselves between pupils
- blocking a pupil's path
- escorting a pupil using strategies directed in Individual Behaviour Plans
- shepherding a pupil away

Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. Adults must ensure that their handling does not restrict breathing, put weight on the spine or abdominal area and must ensure that they do not touch genital areas, buttocks or breasts of child. Whenever positive handling is used, staff will keep talking to the pupil, unless stated otherwise in their IBP.

Recording Events and Reporting Actions

All children who have Individual Behaviour Plans should have a weekly behaviour sheet completed by staff in the classroom. This provides all relevant staff with a clear overview of patterns of behaviour and further supports with developing effective preventative strategies.

Where positive handling has been used a record of the incident always needs to be kept. All recording needs to be completed on the day of incident, both on a specific Behaviour Form [see appendix] and in the Bound and Numbered Book and needs to include the following:

- name of pupil
- date, time and place of incident
- a brief description of the incident and actions taken pre- escalation
- names of people who were involved in the situation
- any damage/harm to persons or property
- name of person informing parents and how they are informed
- after investigation a summary of action taken

All incidents of physical intervention should involve the headteacher, or in his absence, a DSL.

Informing Parents

All parents will be informed after an incident where physical intervention is used with a child. The school will endeavour to ensure the report is written within 2 hours of the incident. Parents/carers will be informed on the same day. Parents/carers should sign the Bound and Numbered Book.

If it is likely that reporting an incident will result in significant harm to the child, then the incident should be reported to the local authority e.g. Social Services Department.

Where injuries occur, the Local Authority guidelines for health and safety will be followed. If a child is injured, parents/carers will be informed as soon as possible and an accident report from completed.

Action after an Incident

The Headteacher or DSL will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Safeguarding Procedure
- Staff Facing Allegations of Abuse Procedure
- School Behaviour/Relationships Policy
- Suspension Procedure

Members of staff will be kept informed of any action taken. In case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Complaints

If a Parent or child is concerned about any aspect of the management of an incident requiring physical intervention, he/she should inform the Head Teacher of their concern. If the concern relates to action by the Head Teacher, the parent/carer should contact the Chair of Governors.

Training Needs of Staff

On joining the school, all staff will have an explanation of the policy on physical intervention, as part of their induction programme. In line with policy review, the staff will revisit the Physical Intervention procedures to ensure all staff are conversant with the school procedures. In addition, an appropriate number of staff will receive appropriate training in physical intervention. This number will be guided by the needs of the school at that time. The school will keep an up to date list of all the training received by staff in school.

Supply teachers, peripatetic and sessional staff will be subject to the same agreed policies and procedures as contracted staff.

In cases where it is known that a pupil will require physical intervention on occasions, appropriate training will be provided and an Individual Behaviour Plan will be written.

Staff involved will identify their behaviour management training needs and, where appropriate, Team Teach needs. Information on training received by staff will be recorded and updated by the headteacher.

APPENDIX 1 BEHAVIOUR MONITORING RECORD

	Session 1	Break time	Session 2	Lunch time	Session 3	Home time	Signed by
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Key

☺ **Good behaviour A –agitated, restless**

NC –non cooperative

D –destruction of property

AP/AS – aggression towards staff and/or children

PI- physical intervention needed –recorded in Bound Book and shared with appropriate staff]

Date	Further notes – include location, timing and details of the behaviour – what happened first, what was the behaviour and what was the consequence.	Please ensure adults present are named and they sign and date below

APPENDIX 2 BEHAVIOUR INCIDENT REPORT

Name of Child[ren]	Date of Incident
What led up to the incident?	
What happened and how did it happen? ABC [please include different witnesses in order to get a balanced view]	
What were the consequences and who decided this?	

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Discussed with SLT Y/N	Discussed with parents Y/N
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Outcome of discussion with parents

Changes to School Policy?
