

**Icknield Walk First School**  
**Behaviour Policy**  
**(including acceptable physical contact)**



**1 Aims and Expectations**

We work hard to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, our values are based on trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure and respected.

We have very high expectations of behaviour and we strive to ensure that all children behave and learn to the best of their ability.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards positive, pro-social behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote pro-social behaviour, rather than merely deter anti-social behaviour.

At Icknield Walk First School we recognise that the learning process is about the quality of relationships and that young people learn better when they have an emotional attachment to the person imparting information, knowledge or who is providing support.

At the beginning of the year the class and the teacher agree the golden rules of the classroom and these are displayed. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher will talk to the child with the aim of teaching the child to be more pro-social and this can then, sometimes be reinforced during whole class circle time.

School Golden Rules are:

- Be gentle, don't hurt anybody.
- Be kind and helpful, don't hurt people's feelings.
- Be honest, we always tell the truth.
- Work hard, don't waste time.
- Look after property, don't waste or damage things.
- Listen to people, don't interrupt.

The rules for the playground are displayed in the playgrounds.

- We play together and look after one another
- We allow other children to play our games
- We respect the grown-ups who look after us
- When the bell rings we stand still
- We walk sensibly to our lines and quietly to our classrooms
- We always tell an adult if we feel frightened or sad

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We praise children for telling about a bully and support them. We do everything in our power to ensure that all children attend school free from fear. The school anti-bullying policy is to be read in conjunction with this document.

At Icknield Walk First School teachers, nursery nurses, teaching assistants and midday supervisory assistants receive training in behaviour support. This training is called "Hertfordshire Steps" and is adapted from the original work by Angela Wadham of Norfolk Steps. The term "Steps" is drawn from the Norfolk County Council statement on inclusion: "The process of taking necessary Steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." This statement reflects the philosophy, policy and practice at our school.

The following sections refer to children who usually conform and whose behaviour is within the range of 'normal'. If children have very difficult or dangerous behaviours then individual plans for their behavior will be drawn up (see section 3).

## 2 Understanding Behaviour

Our behaviour approach is designed to encourage children to learn to behave pro-socially and become self-disciplined. At Icknield Walk First School we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a child is presenting problem behaviour and change the circumstances in which the behaviour occurs.

We also use a variety ways to encourage pro-social behavior including:

- Effective use of praise – either privately or publicly- teachers find time to congratulate children when they are behaving well.
- Golden time/Child Initiated Play (in Foundation Stage and Year 1)
- Additional class awards for children who are consistently well behaved and following the class rules.
- The headteacher awards stickers.
- Name put in the Brilliant Box
- Responsibilities given
- Work displayed around school
- Super Star assembly allows staff to nominate a child to receive a certificate often for behaving well. The certificate can be given in private if the child does not enjoy public praise
- Positive learning behaviours ('Learning Powers') are rewarded
- Positive phrasing such as "Stand next to me", "Put the toy on the table", "Walk beside me"
- Limited choice such as "Put the pen on the table or in the box" "When we are inside, lego or drawing"
- Disempowering the behaviour for example: "You can listen from there", "Come and find me when you come back", 'Come down in your own time'

We do not use any form of public shaming – reward charts to only include rewards not negative points, Golden Time barometers, if used, to have child's name hidden.

At Icknield Walk First School we teach pro-social behaviours through:

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

### **Conscious and Subconscious behaviours:**

It is necessary to understand that some behaviours are conscious (behaviours over which the person has a choice) and others are subconscious (behaviours over which the person does not have full control) and that assessments must identify whether a problem behaviour is conscious or subconscious as this will have an important bearing on planning and practice. In order to assess conscious behaviours, the adult should consider:

- What is the expected outcome of the behaviour?
- What is the motivation to behave anti-socially?
- What is the motivation to behave pro-socially?
- What are the expected consequences?
- How can the adult impact on the young person's beliefs and values?

To assess subconscious behaviours the adult needs to consider:

- Are there medical issues?
- What may be causing anxiety?
- What may be causing confusion?
- What is stimulating the young person?

### **Consequences**

The school employs a number of consequences to ensure that if a child breaks a school rule, they put right the wrong and they learn about how they should behave. We employ each consequence appropriately and fairly to each individual situation. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation. Consequences may include: completing a task, limiting access to play resources; being escorted when moving between classes, assisting with repairs, restorative meetings. The use of constructive consequences must inform planning and practice at Icknield Walk First School. Punishment is seen as a sanction imposed by an adult which does not have a direct relationship with the problem behaviour, as a result punishments can harden and numb the young person, produce obstinacy, sharpen the sense of alienation and strengthens the power of resistance. Punishment relies on external discipline. Punishment is not to be used at Icknield Walk First School.

### Examples:

#### In Class

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own, explaining to them that they are not concentrating and everyone needs to listen.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, this may mean missing part (but not all) of their break time or their golden time/CIP time.
- If a child is disruptive in class, the teacher reprimands him or her. If a child continues this behavior for a second time in this lesson we will move the child to sit elsewhere in the room, usually on their own, explaining to them that they are disturbing everyone's learning and so need to be on their own. If the disruption continues we will remove the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- It may be that after discussion with the SLT and the classroom team it is agreed that certain behaviours from certain children are best ignored. If this is the case then the behavior will be ignored and the teacher will focus positively on the rest of the class who are behaving in a pro-social way.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. There may be times when the rest of the class needs to be removed.

- If a child complains about another child's behaviour towards them this needs to be investigated by an adult. In most cases this will be a minor upset and the child involved will need to apologise. Any pattern or repeated occasions should be noted on Cpoms and if necessary the guidelines set out in anti-bullying policy will be followed.
- If a child marks and hurts another child (i.e. by biting or scratching) the Head Teacher or in her absence the deputy will be informed and this will be investigated. Consequences such as missing some playtime to talk about their actions will be employed. Both sets of parents will be informed and this will be recorded on Cpoms.
- In all cases where a child is a victim we follow a system of 'Restorative Practice'. The victim will be given an opportunity to talk about how they feel and as well as receiving an apology. They will be given the opportunity to hear the consequence and agree that it is fair
- If a child repeatedly acts in a way that disrupts or upsets others, then the school will contact the child's parents to discuss the situation, with a view to devising a plan to improve the behaviour of the child.
- Staff are also permitted to search a child's pockets and their bag or tray if they believe that the child has an item that is banned in school, such as a mobile phone or a sharp item that could be used as a weapon.

At morning play time:

**Foundation Stage and Year 1**

- If a child is involved in an incident in the playground the child will be asked to hold the staff members hand, for 5 minutes. Staff to make sure the child knows what they have done is wrong and what appropriate behaviour would look like.
- If a child has been harmed in this incident they are informed of the consequences so that they know their concerns are taken seriously and dealt with fairly.

**Year 2, 3, 4**

- If a child is involved in an incident the child will be given 5 minutes time out. Staff to make sure the child understands that what they have done is wrong and what appropriate behaviour would look like.
- If the child refuses time out or repeats another incident in the same playtime the class teacher will be informed and classroom sanctions will apply.
- If a child has been harmed in this incident they are informed of the consequences so that they know their concerns are taken seriously and dealt with fairly.

Children's anti-social behavior may mean that they are not safe to have playtime with other children; these children will be offered an alternative.

**Lunch times**

All playtime staff must check the communication book daily.

**FS and Year 1**

- If a child is involved in an incident in the playground the child will be asked to hold the MSA's (Midday Supervisory Assistant) hand, for 5 minutes. The adult will make sure that child knows that what they did was wrong and what appropriate behaviour would look like.
- If this happens again in the same lunch time they will be sent to a member of the SLT (Senior Leadership Team) and the class teacher will be informed at the end of lunchtime.
- If another child has been harmed in this incident they will be informed of the consequences so that they know their concerns are taken seriously and dealt with fairly.

## Year 2, 3, 4

- If a child is involved in an incident the child will be given 5 minutes time out. The adult will make sure that child knows that what they did was wrong and what appropriate behaviour would look like. Reminding them that the time out is to allow them to calm down so they can be safe to play again.
- If the child refuses time out or repeats another incident in the same playtime they will be sent to a member of the SLT (or member of the SLT will be sent for) and class teacher will be informed at the end of lunchtime. The member of the SLT will take time to talk to the child and discuss their actions and what they should have done.
- The MSA needs to ensure they have investigated the incident and all children involved have been questioned, including any witnesses.
- MSAs need only inform the class teacher if an incident has been serious or not completely dealt with, or involves children where there has been concern previously or an ongoing issue.
- If a child has been harmed in this incident they are informed of the consequences so that they know their concerns are taken seriously and dealt with fairly.

In all cases where a child has behaved in an anti-social way they need to be taught how to behave in a pro-social way. The consequence of behaving in an anti-social way will be to have to talk to the adult about how they should have behaved and spend time catching up on any work missed, possibly through break time (but not all of break time as children need fresh air and to move around) or through Golden Time. It may be appropriate to talk to the child about their actions straight away after the incident, or they may need a bit of time to calm down first, this is left to the judgement of the adult involved.

## 4. Physical contact with children

Physical intervention" (PI) is the term used to describe contact between staff and pupils where no force is involved. There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention (PI) with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs. There are occasions when staff may have cause to have physical intervention (PI) with pupils:

- To comfort a pupil in distress
- To reassure or praise a pupil
- To gently direct a pupil
- For curricular reasons (for example in PE, Drama, etc)
- First aid and medical treatment
- In an emergency to avert danger to the pupil or pupils

Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the pupil. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child.

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 duration of contact
- The location where the contact takes place (it should not take place in private without others present)

Acceptable forms of physical contact in our school:



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

- Shoulder hug, using closed mitten hands (so your fingers do not bruise a child)
- A supportive arm hold, which keeps the child's hands down and so unable to try to thrash out at you.



- Allowing a child to hold your hand (do not clasp their hand)
- Offering a child your arm as you walk along – using your free hand to grasp your bent arm to make this hold more secure if necessary (for example when crossing a road)



- Guiding a child with open mitten hold on the upper arm (can be done with two adults if the child is reluctant to walk). 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



It is better if you let a child sit next to you on a chair rather than let them sit on your lap. If they must sit on your lap keep the time as short as possible and transfer them to a chair next to you and give them a shoulder hug.

**Do not** carry a child or hold up in the air a child who can walk. For example, if the child is reluctant to let go a parent at dropping off time, ask the parent to put the child down (somewhere soft and out of the way) so that staff members are not holding the child. Only physically move a child if they are in danger. Move them until they are out of danger.

Use the de-escalation script to help a child to calm down and diffuse the situation:

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and we'll go....

Physical contact must never be used as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact shall not be made with the pupil's neck, breasts, abdomen, genital area, or any other sensitive body areas, or to put pressure on joints. It must not become a habit between a member of staff and a particular pupil.

Physical intervention should be in the pupil's best interest and should only be used with an awareness of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings.

Physical restrictive intervention can only be used:

- To prevent a person from committing a criminal offence
- To prevent a person from injuring self or others
- To prevent or stop a person from causing serious damage to property

In this case staff need to be able to show:

- They have taken steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion
- Only the minimum force necessary has been used
- The intervention used was a reasonable response to the incident

#### **Children leaving the school grounds;**

In the unlikely event of this happening we would call 999 and inform the police and follow at a safe distance. Staff members should not chase the child openly as this may make the child panic and run into the road. The younger the child the more likely that the adult will assess the chance for injury to the child as they will have less road sense and the more likely that the staff member will feel the need to physically restrain. Again they need to be sure that this restraint is proportionate, reasonable and necessary.

## **4 Exceptional Cases**

Some children display very difficult and dangerous behaviour and will continue to persist in this behaviour.

When working with these children it is important that adults consider that:

- There will always be a reason or purpose behind any behaviour that others find challenging and which can place the young person as well as other people at risk.
- It is the responsibility of those adults working to support the child or young person, to try to understand the motivation behind the behaviour; to try to interpret the behaviour from the young person's point of view.
- The child will exhibit their behaviour in order to try and get their need(s) met. Adults planning to support the person must try to find more appropriate means for the person to meet these needs. Within the classroom situation it is probable that the meaning of the behaviour may relate to either: task avoidance or seeking to interact with others.

Where behaviour is difficult or dangerous staff should speak to a member of SLT or the Emotional Well Being Mentor. A range of strategies will then be applied:

- Roots and fruits assessment
- Anxiety mapping involving a range of members of staff, parents and the child
- A risk assessment
- Development of risk reduction plan (see appendix 1)
- We may also access external advice such as from North Herts Primary Support Service or the Educational Psychologist

## 5 **The Role of the Headteacher**

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff to implement the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

## 6 **The Role of Parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect parents to keep us informed about any significant behaviour problems they are experiencing with their child at home or any emotional issues that may cause problems in school.

If the school has to use reasonable consequences to help a child improve their behavior, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher and then the headteacher.

If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## 7 **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

The PSHE (Personal, Social, Health Education) governor visits the school termly to monitor the Head teacher's Incident Log.

## 8 **Fixed-term and Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. We refer to Hertfordshire Exclusion guidance in any decision to exclude a child from school. The relevant Internet address is:

<http://www.thegrid.org.uk/info/welfare/exclusions.shtml>

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

From the 6th day of exclusion, we will provide education for the child on site. The child will work in a room with a teacher or HLTA (Higher Level Teaching Assistant) and will take breaks and meal times at a different time to the rest of the school.

## 8 **Monitoring and review**

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents in the significant comments files. The headteacher records those serious incidents where a child is sent to him/her on account of bad behaviour. MSAs and TAs (Teaching Assistant) are required to keep the class teachers informed of incidents so the class teacher can record in significant comments files if necessary.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Last Reviewed: March 19  
Next review: Summer 2023

Name	
DOB	
Date of Assessment	

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

<b>Seriousness</b>	
<b>1</b>	Foreseeable outcome is upset or disruption
<b>2</b>	Foreseeable outcome is harm requiring first aid, distress or minor damage
<b>3</b>	Foreseeable outcome is hospitalisation, significant distress, extensive damage
<b>4</b>	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
<b>Probability</b>	
<b>1</b>	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
<b>2</b>	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
<b>3</b>	The risk of harm is more likely than not to occur again
<b>4</b>	The risk of harm is persistent and constant

*Risks which score 6 or more (probability x seriousness) should have strategies listed on next page*

**Icknield Walk First School  
Individual Risk Management Plan**

<b>Name</b>	<b>DOB</b>	<b>Date</b>	<b>Review Date</b>
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<b>Photo</b>	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
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<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
<b>Post incident recovery and debrief measures</b>	

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

**Signature of Parent / Carer..... Date .....**

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