

THRIFTWOOD



Promoting Behaviour for Learning

Including the Use of Reasonable Force

November 2018



PROMOTING POSITIVE BEHAVIOUR AT THRIFTWOOD

This Policy is used in conjunction with:-

- Child Protection Policy
- Anti-Bullying Policy
- Staff Code of Conduct Policy

At Thriftwood Academy we have high expectations of behaviour and personal achievement for all of our pupils. This is established by providing a caring and stimulating environment. Pupils are encouraged to be independent, develop self-control and show respect for others. The use of rewards and sanctions is an integral part of successful pupil management and is both consistent and fair.

“Safeguarding is at the heart of the school. Pupils are exceptionally well cared for. Pupils say they feel safe and know how to stay safe.”
Ofsted 2017

We believe that good behaviour promotes effective learning. Staff, parents and pupils themselves are essential in ensuring that this is understood and maintained.



The Thriftwood Code

The Code of Conduct for Thriftwood is promoted and helps to contribute to the positive ethos throughout the school. The code in the school context sets out expectations as follows:

- Show respect
- Be kind
- Listen well
- Work hard
- Tell the truth
- Take care of property
- Be friendly

The College Code of Conduct

In the college environment the code reflects a more adult perspective regarding principles for learning.

| | |
|----------|-------------------|
| E | Enterprise |
| N | Nurture |
| R | Respect |
| I | Integrity |
| C | Compassion |
| H | Honesty |



Expectations of Staff

In order to promote positive behaviours it is expected that in each part of the school/college there will be:

- Effective presence/supervision/time keeping of all staff in room
- Consistent application of rules
- Supportive yet firm approach/style
- Focused attention
- High expectation
- Effective match of curriculum to the individual
- Effective use of positive attitudes and rewards
- Team responsibility
- Good organisation of space/resources/timetable
- Appropriate forms of communication – including visual means of support

“Pupils receive outstanding personalised learning and support. This ensures that they make excellent progress towards their individual targets.”

Ofsted 2017

Managing Behaviour

Thriftwood staff are trained on a yearly basis in supporting good behaviour for learning in our school. Training involves:

- Person centred practice
- The use of positive behaviour strategies
- De-escalation
- the use of reasonable force and handling
- the use of time out



Handling Pupils and the Use of Reasonable Force

STATEMENT

We believe at Thriftwood that it is every individual's right to be educated and work in a safe and secure environment. Therefore at times it is necessary on the part of the Headteacher to authorise and carry out the handling of pupils and the use of reasonable force.

As part of our Behaviour for Learning Policy, all staff at Thriftwood School are aware of the regulations regarding the handling of pupils, when incidents occur. Incidents where handling may be necessary fall into three broad categories as follows (as stated in section 93 of the Education and Inspections Act 2006).

- a) committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b) causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c) 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.

There are many types of situation where reasonable force may be appropriate, or necessary to control or restrain a pupil, examples of these can be found in Appendix 1 of this policy. Thriftwood staff are aware of this list of examples whenever incidents occur.

Thriftwood follows the Guidance set out in the document

'Use of Reasonable Force in Schools' – DfE July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>



INCIDENT MANAGEMENT AND MINIMISING THE NEED TO USE FORCE

All incidents of the nature described formerly are dealt with consistently by our staff as follows:

1. Assess situation and degree of risk. Decide on course of action:
 - (a) talk down procedure, or
 - (b) passive handling with a second adult present

2. Prevent pupil from carrying out the actions as stated in Section 10 of the Education Act by employing handling techniques.
(This means that the only force used, is to safely control movement. Often this means each adult taking a safe hold on the wrist and upper arm and guiding to a seated position, in extreme cases this may involve safely manoeuvring a pupil to the floor).

3. While the handling is being carried out, talk down procedure is employed to de-escalate the pupil's behaviour.

4. When the pupil is sufficiently calm, they will be released.

5. The incident will then be recorded on the incident sheet (Appendix 2) by all those present. Opportunities for talking through the incident will be available for all participants.

6. Action regarding discipline will then be decided upon.

REASONABLE FORCE

As stated in Section 93 of the Education Act – there is no legal definition of ‘reasonable force’. At Thriftwood we directly refer to Sections 16 to 18 in order to assess the degree of handling required for each incident.



Please refer to the following section of the Guidance in order to fully appreciate the Thriftwood Policy for the use of handling pupils:

“There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour. However, deciding whether misbehaviour is trivial also depends on circumstances. For example, running in a corridor crowded with small children may be dangerous enough not to be regarded as trivial.”

PROPORTIONATE RESPONSE

‘Proportionate Response’ is understood by staff. This ensures that any physical interventions are proportionate to the situation. This is monitored via incident reports by the Leadership Team. Staff are aware of the process they need to follow when deciding to use force.

AUTHORISATION TO USE HANDLING

The Headteacher permanently authorises all staff to use low level, non-restrictive handling strategies such as:

- Guiding – the use of the flat of the hand in the small of the pupil’s back giving directions.
- Shepherding – the use of non-verbal signals and guiding body movements.
- Supporting pupils needing help i.e. for SEN pupils with stability problems, helping them up to and down from levels.
- Blocking – standing in the way of pupils in certain circumstances.

(Students and visitors to the school are not authorised to discharge handling procedures).

The Headteacher authorises all staff to use the following strategies when the pupil contravenes the guidelines given in Section 93 of the Education and Inspections Act 2006.



- Holding:
 - a pupil's hand for safety or prevention from running away.
 - a pupil safely to remove them or move them.
- Confining:
 - in circumstances where pupils are aggressive or attempting to run away and may be confined in a secure space or doors blocked preventing escape or to minimize the impact on other pupils.
 - shoes may be removed for staff and pupil safety.

SECLUSION

The school and college recognise that seclusion is a form of physical intervention. The use of 'time out' in a designated area is used in conjunction with this policy. Pupils demonstrating violent behaviours may be taken to 'time out' where they will not need to be restrained.

The Headteacher authorises the Leadership Team and other trained staff to carry out acts of restraint.

- Restraint - pupils in extreme cases, where they may injure themselves or others including staff may be held in a safe restraint. This will be done only to prevent harm to the pupil, other pupils or staff and to move to a safe location.
- Staff are aware of safe holds when dealing with a highly challenging situation

COMMUNICATING WITH PUPILS

Pupils will be given a commentary and warnings about the handling that is taking place.

All incidents will be recorded using the school's Incident Report sheets.

Deciding to use force will result from making a judgment that:

- no other means would have the desired outcome
- the seriousness of the incident
- the relative risks of using force rather than not using force



STAFF TRAINING

The school and college recognise accredited training is available and some have received Essex Steps training, but this does not preclude a member of staff using reasonable force where needed.

All staff will be given appropriate in-house training in the application of the Policy once a year. New staff will be inducted with the policy and will be given a mentor to support them in carrying out its contents.

Governors will be informed and kept up to date with developments in this policy. Governors will be invited to the staff training once a year.

PLANNED USE OF PHYSICAL INTERVENTIONS

Pupils who present with persistent challenging behaviours will be subject to risk assessments and Physical Intervention Plans. In agreement with parents strategies for use on a regular basis may be required.

COMPLAINTS AND ALLEGATIONS

Incidents will be recorded using the school Incident Sheets. If restraint has been used parents will be informed.

Complaints with regard to the use of handling should be directed to the Headteacher or the Local Academy Committee. Guidance may also be sought from the Children's Safeguarding Board.

MONITORING AND REVIEW

The Policies for Pupil Care will be reviewed annually and training needs will be identified and planned for.

The Headteacher and Leadership Team will monitor the use of physical interventions and the impact of the Policies. The Safeguarding Strategy Group will monitor the Use of Force termly. The LAC member responsible for Safeguarding will report back to the LAC.

FURTHER INFORMATION

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> Use of Reasonable Force in Schools July 2013



APPENDIX 1

EXECUTIVE SUMMARY

All school/college staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

Staff members can sometimes be worried that using force will lead to false allegations of unreasonable or unlawful conduct in the form of a complaint or legal action. But if the force used is reasonable all staff will have a robust defence against any accusations. This guidance is intended to help staff feel more confident about using force when they think it is right and necessary.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result.

In schools, force is generally used for two different purposes – to control pupils and to restrain them.

- Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).
- When members of staff use "restraint" they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

"All policies and procedures are in place and reflect the latest national guidance. Staff are very well trained in all aspects of safeguarding. Detailed risk assessments are regularly updated."

Ofsted 2017



Some examples of situation where reasonable force might be used are:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson; or
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

Risk Management Plan

Pupils identified with specific behavioural needs have a Risk Management Plan in place (see Appendix). This document details the behaviour causing concern, primary indicators and strategies that need to be implemented to ensure the pupil is safe and their behaviour supported effectively. The Plan is shared with parents and reviewed regularly.

PASTORAL SUPPORT

The academy prides itself on the outstanding support given to its pupils.

*"Parents report that they are extremely happy with the school's care of their child. Parents overwhelmingly agreed that they would recommend the school to anyone."
Ofsted 2017*



Home School Liaison

As part of the pupil support structure, the Pastoral and Family Engagement Manager works specifically with children and their parents and carers ensuring that communication between home and school is effective and supportive. Her activities may include:

- Supporting parents with issues at home
- Acting as mediator between pupils, parents and carers
- Working in partnership with other agencies
- Supporting pupils with behaviour in school
- Supporting pupils one-to-one with home/school issues

The Pastoral and Family Engagement Manager works in close partnership with the Headteacher of both the School and College. She acts as the ‘second’ lead in Safeguarding issues, Looked after Children and in Anti-bullying procedures.

REWARDS

Each part of the school and college uses a variety of rewards which celebrate both academic and personal achievement. Celebration assemblies recognise the broad range of pupils’ accomplishments, rewards may include:

Stars and Thrifts

Stickers

Housepoints

Certificates

Trips Out

Golden Time/Free Time

Pupil of the Week



The House System

The school is divided into houses

- Springfield
- Chelmer
- Hylands
- Baddow

The pupils will be rewarded with house points for good work, behaviour and citizenship. There are inter-house competitions and events throughout the year and a trophy is awarded for the house with the most points in the summer term.

Assemblies

During the week each department will present assemblies promoting the spiritual, moral, social and cultural curriculum. There will also be celebration assemblies and collective reflection time.

SANCTIONS

Throughout the school/college, setting high expectations for behaviour means that sanctions will be used in order to main the standards we set.

Sanctions used in school may include:

- Loss of parts/all of break times/lunch times
- Removal of pupils from peers
- Removal from own class to another class
- Time out
- Missing trips
- Reporting to parents
- Loss of privileges/golden time



Should behaviours be deemed to be more serious than not following the Thriftwood Code then more formal sanctions will be used. These may include:

- Request to parents to pick up their child following an accident
- Fixed term exclusions
- Permanent exclusions

To find guidance for Essex protocols regarding exclusion follow this link:

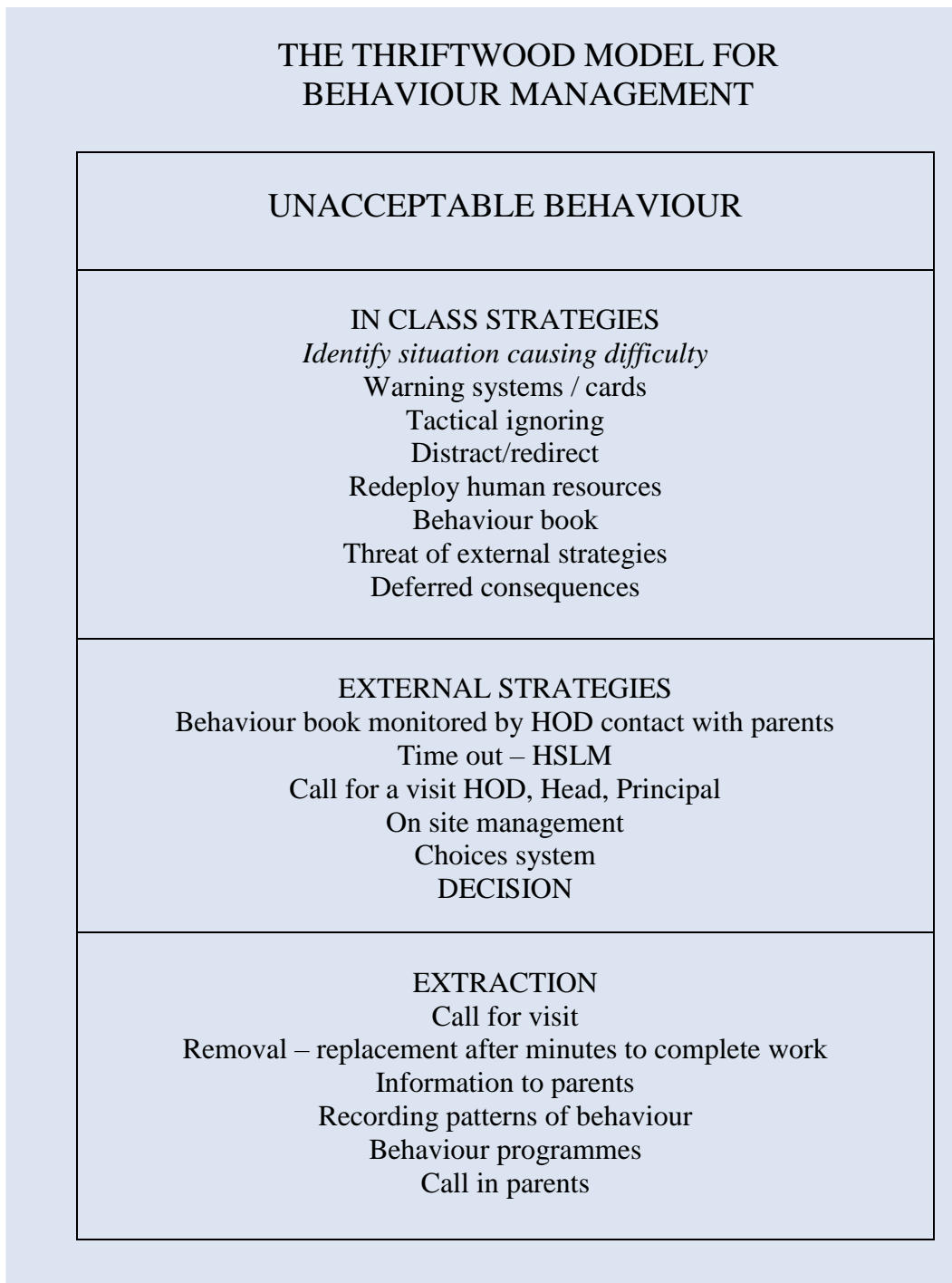
http://esi.essexcc.gov.uk/vip8/si/esi/content/binaries/documents/Service_Areas/Pupil_Support/Excluded_Pupils/EXCLUSIONS_FROM_SCHOOLS_Aug07.doc



PROCEDURES AND PRACTICE

Staff are aware of what constitutes unacceptable behaviour in our school and will use the following procedure to ensure a consistent and well managed approach.

The procedure for managing behaviour is as follows:





Incidents

Any more serious incidents occurring in school are recorded in the incident book. These incidents are recorded under the following circumstances:

- where an action has caused harm to another pupil or member of staff
- where any damage to property has been caused
- where any serious/disruption/verbal abuse has occurred
- where any student has been handled e.g. passively restrained, removed, guided, calmed

Incident sheets should be completed by the individual involved, the sheet is then passed to the HOD and then to the Headteacher. Any actions taken must also be recorded e.g. phone call home.

Parental Involvement

Parents will be asked to support the school policy for behaviour by:

- Signing a home school agreement
- Promotion of the Thriftwood Code at home
- Attending relevant meetings throughout the year
- Communicating with staff appropriately through home school diaries
- Support the school to administer sanctions



Pupil Involvement

Pupils will contribute via questionnaires, meetings and informal question and answer sessions

- to the development of good behaviour via the school/college council
- their views regarding
 - anti-bullying
 - rewards

“Pupils do not hesitate in approaching teachers if they have any worries. They know that teachers will provide the necessary support and action to resolve any concerns.”

Ofsted 2017

APPENDICES

The following section includes:

- Incident Reporting Sheet
- Risk Management Plan



APPENDIX 1

THRIFTWOOD SCHOOL PUPIL INCIDENT SHEET

- To be completed by member of school staff and given immediately to the **Head of School / College**
- Complete for:
 - An action which has caused injury/harm to another pupil or member of staff
 - Damage caused to property
 - Serious disruption/abuse
 - Any student who has been handled – guided, calmed, removed, held – any incident involving handling must be indicated on reverse diagram

Name of Pupil Class Date
.....

Name of Staff / Witness Time

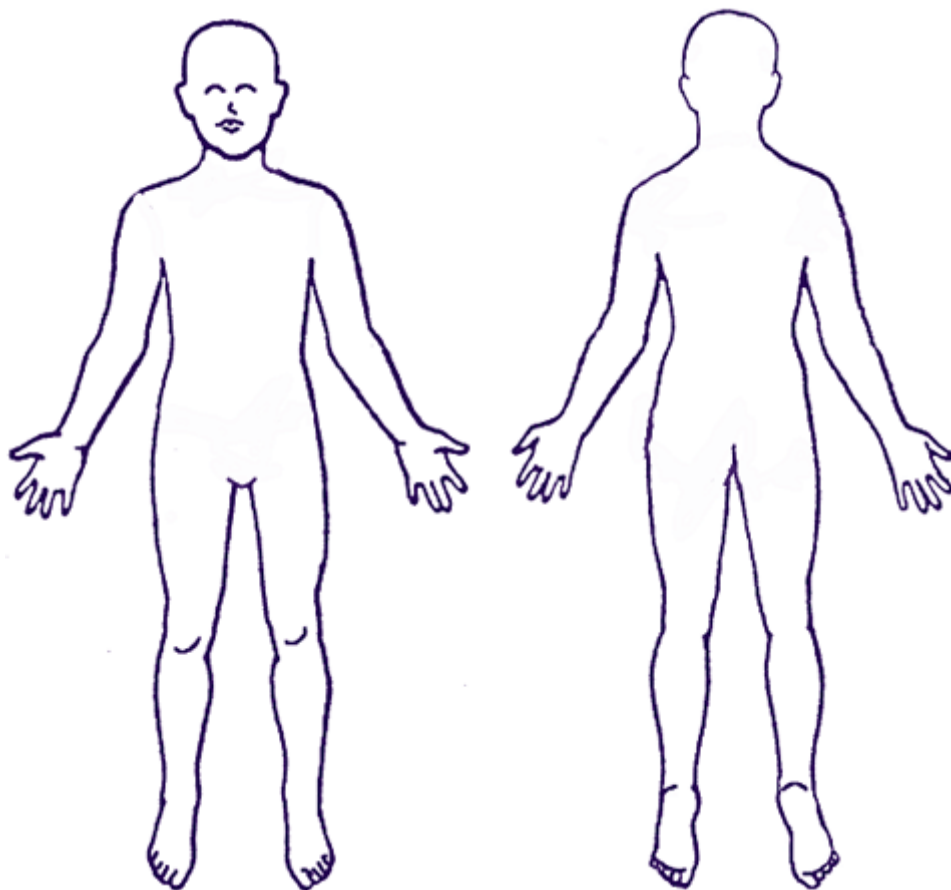
REPORT:

ACTION TAKEN:

Signed



RECORD OF HANDLING TECHNIQUES USED IN AN INCIDENT



Members of Staff Involved:

Any Additional Information:



APPENDIX 2

RISK MANAGEMENT PLAN**Incorporating Positive Handling plan**

| | |
|--|--------------------|
| Name: | Class/Year: |
| Initial Assessment: | Review: |
| Behaviour causing concern | |
| Who might be at risk | |
| Conditions that may increase the probability of the behaviour occurring | |
| Primary preventative strategies | |
| Early indicators that the pupil may be losing control | |



| | |
|--|----------------------------|
| Secondary preventative measures – put into practice once the above is noticed | |
| Physical intervention that may be employed | |
| Medical conditions to note | |
| Procedures to be followed after an incident | |
| Signed Headteacher | Signed Parent/carer |
| Date | Date |