



SAUNCEY WOOD PRIMARY SCHOOL

Behaviour Policy

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| Responsible Committee | FGB |
| Source | Based on the therapeutic approach to behaviour management through Herts StepOn training |
| Reviewed | November 2021 |
| Ratified | |
| Next review date | November 2022 |

Aims

- To improve educational outcomes for all pupils by promoting and supporting their engagement with education.
- To be proactive about promoting behaviour that enables all children to achieve their potential and develop socially, academically and personally within a positive and safe environment.
- For children to develop positive and pro-social behaviours through clear and high expectations, good role models and clear and consistent boundaries.
- To focus on a therapeutic approach to behaviour management underpinned by Hertfordshire STEPS (a behaviour programme owned by Hertfordshire County Council Integrated Services for Learning).
- To provide an inclusive setting that promotes equality of opportunity so that all children are helped to learn how to engage in pro-social behaviour.
- To ensure that all staff know how to promote pro social behaviour, manage difficult or dangerous behaviour and to have an understanding of what behaviour might be communicating.
- To ensure that all staff understand how to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. [All staff are given STEP ON training which is refreshed annually]. All staff are expected to follow the therapeutic approach.
- To comply with the provision of the Equality Act of 2010

The impact of our communication uses the principles of PACE: playfulness, acceptance, curiosity and empathy.

PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with the adults and reflect upon themselves, their thoughts, feelings and behaviour, building the skills that are so necessary for maintaining a successful and satisfying life. The children discover that they are doing the best that they can and are not *bad* or *lazy* or *selfish*.

Through PACE and feeling safer, children discover that they can now do better. They learn to rely on staff and trust them to truly know them.

When children experience the adults doing the best they can to understand them and trying to work out together more effective ways for the child to understand, make sense of and manage their emotions, thoughts and behaviour, they start to believe that the adults really will keep on trying until things get better for all of them.

For adults, using PACE most of the time, they can reduce the level of conflict, defensiveness and withdrawal that tends to be ever present in the lives of troubled children. Using PACE enables the adult to see the strengths and positive features that lie underneath more negative and challenging behaviour. (See Appendix A)

The 3 Rights

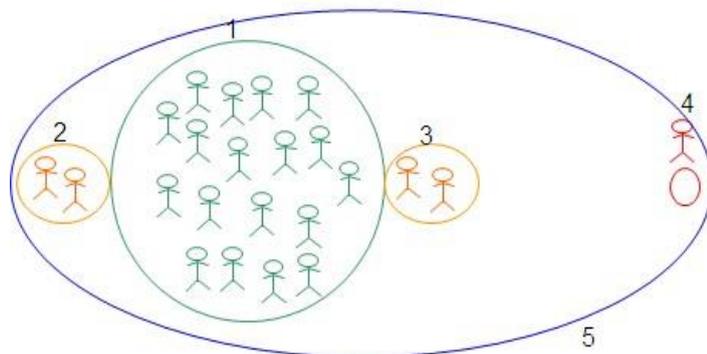
At Sauncey Wood Primary School, we have worked with the children to develop an understanding of pro-social behaviours underpinned by 'The 3 Rights':

**The right to learn
The right to respect
The right to be safe and feel included**

Successful Inclusion

At Sauncey Wood Primary School we are committed to successful inclusion using the model below (taken from STEPON training).

(diagram 1)



Circle 1 represents an average class of mainstream children who are learning pro-social behaviour and whose needs can be met through the school's behaviour policy.

Circle 2 on the left represents the children who are very quiet or withdrawn who may be **internalising** behaviour. The school will use strategies to develop confidence and self-esteem for these children.

Circle 3 represents the children who are more 'noticeable'. These children **externalise** their behaviour. With a small amount of differentiation, these children can often have their needs met in a similar way to the children within the circle 1.

Circle 4 represents a child who presents a risk of harm which is far beyond that of any other child. This child, or these children, cannot be kept safe by simply following the school's Behaviour Policy and they need a **differentiated plan** in order to be safely included. The behaviour of this child may be linked with a condition such as autism, social, emotional or attachment issues or the reason for the difference may be unidentified.

At Sauncey Wood Primary School we recognise that there are times when we need to reflect on how we can widen circle 5 in order to ensure that we are providing and adapting an environment to suit the needs of all children, rather than expecting and forcing all children to 'fit' into a 'norm'.

'Equality does not mean giving every child the same....it means giving every child what they need'

Herts StepOn training

Recognising different kinds of behaviours

We recognise that behaviours may reflect complexities of subconscious and conscious actions summarised as follows:

*A child who, on occasions, **CANNOT** may be a child who:*

- Has had an illness or injury during early childhood and may appear to be physically able, but their ability to think, feel and behave is affected.
- Has a recognised condition that affects their development such as Autism, Tourette's Syndrome,

Asperger's Syndrome, ADHD or other.

- The child may need an individualised behaviour plan as they may have specific needs related to disturbances of attention, memory impairment, difficulties with perceptual sensory skill, difficulties with communication skills, deficits in executive function, fatigue, and physical impairment.
- Be experiencing challenging family circumstances.

*A child who, on occasions, **WON'T** may be a child who/whose:*

- Is asserting their personal autonomy.
- Defiant behaviour becomes an effective way of escaping aspects of the school day that they find challenging and unpleasant consequences.
- Is seeking peer approval.
- Welcomes any response, even a negative one, as it stimulates an emotional response in the child's nervous system, which can be rewarding in itself.
- Is needing to feel 'significant'.

Recognising and understanding the importance of the behaviour strategies we employ.

We understand the need to stand back and ANALYSE NOT PERSONALISE behaviours. We realise that once we look for explanations we will be able to choose strategies or interventions to help the child understand how to engage in pro-social behaviours. (N.B. All children have a very natural desire to increase their own power, to become more autonomous).

We avoid the following controlling behaviour with children:

- Dominating and imposing
- Demanding obedience
- Telling children what they must not do
- Punishing them
- Taking away all pleasurable experiences
- Shaming, belittling, embarrassing, and humiliating
- Exclusion

We promote the teaching of behaviour through:

- Relationships
- Role modelling
- Consistency
- Positive phrasing – see App 2
- Scripts – see App 4
- Planning proactively how to teach pro-social behaviour
- Reward and positive reinforcement
- Comfort and forgiveness

All staff will attend training meetings during the school year to discuss strategies and expectations in relation to the behaviour policy so that our approach remains consistent amongst all staff.

Examples of approaches that we would expect staff to use are as follows:

- Rephrase a threat.... 'If you don't do your work you will have to stay in at playtime' to a limited choice – 'You have a choice. You need to finish your work now or you will need to finish it later (e.g. at playtime)'.
- Respond in an 'authoritative' manner – when giving a limited choice.
- Use 'thank you' at the end of a direction to assume compliance.
- If a child refuses to respond to choices given and wants to follow a different but acceptable course of action respond by saying e.g. 'Yes, you can e.g. go to the library.....' so that the adult is seen to be giving permission.

- When giving directions, avoid putting the direction as a question: 'Will you please tidy up the equipment?' The pupil could quite legitimately say, 'No'. Instead, say, 'It is time to tidy up the equipment – thank you.'
- Be clear, precise and direct: 'You need to put the equipment away now. Thank you.'
- Use of strategies such as Redirecting, Accepting, Solution focused, Scaling – see App 1 for detail

Designing an environment in which the children enjoy learning

A well-managed and well-planned environment not only stimulates the learner but reduces the prospect of potential problems. Staff should ensure that all learning activities are well-planned, organised and resourced, as this will help the child to know what is expected of him/her. Classes that have well-organised lessons that are well prepared and that take into account the full range of learning needs are the most successful environments for children's pro-social learning experiences.

Responding to behaviour

At Sauncey Wood Primary School, we use the following sequence of response using a therapeutic behavioural approach

- 1. Positive phrasing**
- 2. Child's Limited choice**
- 3. Adult directive (leading to differentiated workspace)**
- 4. Debrief for the class**
- 5. Educational Consequence**
- 6. Further consequence (SLT)**

(See App 2 & 3 for detailed examples of different situations)

Pro-social behaviour is demonstrated by most children (circle 1 on diagram 1 above). In addition there are some children for whom the sequence of response above may not be suitable and who may require an Individual Risk Reduction Plan to formalise strategies that differentiate from policy (these children typically fit into circle 4 on diagram 1). This could be because behaviours are becoming difficult or dangerous. The procedure for these children uses proformas (available in school) as follows:

- 1 **Roots and Fruits** analysis to understand how feelings are affecting behaviours.
2. **Anxiety Mapping** to predict and prevent escalation.
3. **De-escalation script** used by all staff (on back of staff lanyards as a prompt).
4. **Individualised scripts** to be used by all staff in specified situations to ensure a consistent approach as specified in the **Risk Reduction Plan**.
5. **Educational consequence** must be appropriate to the incident and individual -this must be logical, purposeful and meaningful.
6. **Protective consequence** may be necessary i.e. the removal of a freedom to manage harm. This could include an increased staff ratio, limited access to outdoor space, escorted in social situations, differentiated teaching space or exclusion from an area of the school.

How pro-social behaviour is promoted and recognised

All staff must take the lead in modelling the high standards of pro-social behaviour, courtesy and respect they wish to see in their classrooms and throughout the school. This includes an understanding of how an adult's actions may impact on the experiences, feelings and behaviours of the children.

Rewards for pro-social behaviour are not to be used as a 'bribe' but as a 'surprise'. These may include:

- **A visit to the Headteacher**
- **Speaking to parents/carers after school**
- **House points**
- **Star of the Week certificates**
- **Learning Power certificates**
- **Governor's Award**
- **Marvellous Manners Award**
- **Postcard home**

Serious Behaviour Clause

If a child exhibits deliberate dangerous or difficult behaviour such as hitting, kicking, spitting then the child moves directly to Step 6.

Exclusion

Exclusion will only be considered as a last resort if all the preventative strategies have been tried and documented and the child continues to exhibit dangerous, unsafe behaviour that puts other children, staff or school property at risk of harm. The school follows HCC Exclusion Guidance Sept 2017 which can be found on the Herts Grid.

Continuous disruptive Behaviour

We expect all learners to follow the Three Rights and maintain a high level of pro-social behaviour.

However, this will be more difficult for some learners at certain times. We recognise that within a climate of inclusion there will be learners who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the rewards and consequences that are not the

most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

Therefore, learners with behaviour difficulties (and possibly) on the Inclusion register may well have personalised support. See SEND Policy for further details.

Use of Physical Intervention

Please read the separate Physical Intervention Policy

Parent Partnership

We recognise that working closely with parents is paramount to successful behaviour management. We work closely with parents to ensure that they understand the importance of Consistency, Accessibility, Responsiveness and Emotional Connections (CARE) in their parenting style that gives a child a firm foundation for pro-social behaviour. If a child is struggling with pro-social behaviour, then we expect the parents to work closely with and support the school's approach to behaviour management.

The role 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.
- To support the staff in the implementation of the policy, setting standards of behaviour and promoting the home school agreement.
- To keep records of all reported serious incidents of behaviour.
- To notify the school governors of fixed term suspensions and permanent exclusions.

Monitoring and review

- We believe that this policy underpins the wellbeing of the life of the school.
- This policy will be reviewed annually by the Headteacher and Deputy Headteacher.
- The governing body will be informed about the effectiveness of the policy annually, and if necessary make recommendations for further improvements.

Complaints

- It is intended that by adopting this policy and keeping parents and governors informed we can avoid or minimise the likelihood of any complaints being made. All disputes which arise about the implementation of this policy will be dealt with according to the school's complaints policy.

Related Policies:

- Physical Intervention
- Safeguarding
- Teaching and Learning
- Equality
- Racist Incidents
- Home School Agreement
- SEND
- Child Protection
- Online Safety
- Anti-Bullying and Peer on Peer Abuse

- Complaints

LIST OF APPENDICES:

APPENDIX A: What is meant by PACE?

APPENDIX 1: Strategies for responding to a child who, on occasions, WILL NOT (conscious behaviours) and a child who, on occasions, CAN'T (subconscious behaviours)

APPENDIX 2: Examples of the sequence of therapeutic behaviour responses for low-level classroom behaviours

APPENDIX 3 Examples of the sequence of therapeutic behaviour responses for playtime and lunchtimes.

APPENDIX 4 De-escalation Script

APPENDIX 5: Reminder of physical intervention through moving, handling and comforting

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APPENDIX A

What is meant by PACE?

Playfulness, acceptance, curiosity and empathy.

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore.

With PACE, the troubled child can start to look at himself and let others start to see him, or get closer emotionally. He can start to trust.

Playfulness

This is about creating an atmosphere of lightness and interest when you communicate. It means learning how to use a light tone with your voice, like you might use when story-telling, rather than an irritated or lecturing tone. It is about having fun, and expressing a sense of joy.

It is similar to parent-infant interactions when both parent and infant are delighting in being with each other and getting to know each other. Both are feeling safe and relaxed. Neither feels judged nor criticised. Playful moments reassure both that their conflicts and separations are temporary and will never harm the strength of their relationship.

Having a playful stance is not about being funny all the time or making jokes when a child is sad. It is about helping children be more open to and experience what is positive in their life, one-step at a time.

Sometimes a troubled child has given up on the idea of having good times and does not want to experience and share fun or enjoyment. Some children do not like affection or reject hugs. A playful stance can allow closeness but without the scary parts.

When children find it hard to regulate their feelings, anger can become rage, fear, terror, and sadness, despair. If this is the case, then children may also find it hard to regulate feelings of excitement, joy and love. Feeling these emotions can sometimes turn to anxiety.

Playfulness allows children to cope with positive feelings. It also gives hope. If you can help the child discover his own emerging sense of humour, this can help him wonder a little more about his life and how come he behaves in the ways that he does. When children laugh and giggle, they become less defensive or withdrawn and more reflective.

A playful stance adds elements of fun and enjoyment in day-to-day life and can also diffuse a difficult or tense

situation. The child is less likely to respond with anger and defensiveness when the parent has a touch of playfulness in his or her discipline. While such a response would not be appropriate at the time of major misbehaviour, when applied to minor behaviours, playfulness can help keep it all in perspective.

Acceptance

Unconditional acceptance is at the core of the child's sense of safety.

Acceptance is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. It is about accepting, without judgment or evaluation, her inner life. The child's inner life simply *is*; it is not *right* or *wrong*.

Accepting the child's intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. The parent may be very firm in limiting behaviour while at the same time accepting the motives for the behaviour.

One hopes that the child learns that while behaviour may be criticised and limited, this is not the same as criticising the child's *self*. The child then becomes more confident that conflict and discipline involves behaviour, not the relationship with parents nor her self-worth.

Curiosity is the foundation of acceptance of whatever underlies the behaviour. Making sense of how the child has learnt to behave in certain ways can help with acceptance.

Curiosity

Curiosity, without judgment, is how we help children become aware of their inner life, reflect upon the reasons for their behaviour, and then communicate it to their parents or therapist. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand.

Children often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why.

With curiosity the adults are conveying their intention to simply understand *why* and to help the child with understanding. The adult's intentions are to truly understand and help the child, not to lecture or convey that the child's inner life is *wrong* in some way.

Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child: *"What do you think was going on? What do you think that was about?"* or *"I wonder what...?"*

You say this without anticipating an answer or response from a child.

This is different from asking the child, *"Why did you do that?"* with the expectation of a reply.

It is not interpretation or fact gathering. It is just about getting to know the child and letting her know that.

Curiosity must be communicated without annoyance about the behaviour. Being curious can, for example, include an attitude of being sad rather than angry when the child makes a mistake. A light curious tone and stance can get through to a child in a way that anger cannot.

You might make guesses about what a child may be thinking and feeling, saying this aloud, and keeping it connected to the present. It can be about having a conversation, almost with yourself, with the child in the room, without anticipating a response.

If an adult can stay curious about why their child is behaving as they are, the child and adult are less likely to feel cross or frustrated. As curiosity is non-judgemental, this can help the child to be open to how they and other people, are thinking and feeling. Curiosity lets the child stay open and engaged in conversations.

Children then start to reflect upon their own inner life with their parent and therapist and start to understand themselves. As the understanding deepens, the child can discover that her behaviour does not reflect something *bad* inside her, but rather a thought, feeling, perception, or motive that was stressful, frightening, or confusing and could only be expressed through her behaviour.

As the child communicates this to the adults, the need for the behaviour may reduce, and with that the behaviour itself. The child's feelings about the behaviour may change, with less defensiveness and shame but more guilt, leading to less of the behaviour.

Empathy

Empathy lets the child feel *the adult's* compassion for her. Being empathic means the adult actively showing the child that the child's inner life is important to the adult and he or she wants to be with the child in her hard times.

With empathy, when the child is sad or in distress the adult is feeling the sadness and distress with her and lets the child know that.

The adult is demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone.

The adult will stay with the child emotionally, providing comfort and support, and will not abandon her when she needs the adult the most.

The adult is also communicating strength, love and commitment, with confidence that sharing the child's distress will not be too much. Together they will get through it.

APPENDIX 1

Redirecting: when a child refuses to follow an adult's request there is a clear danger that the interaction will escalate to a major confrontation. This in itself could result in the stimulation that the child is seeking.

Redirecting is about trying to avoid being drawn into a power struggle. Instead, the adult has a number of activities that he/she can use to redirect the child towards some behaviours that are positive. E.g. if a child has refused to go back to their seat... 'Well, while you are out of your seat could you go to the book cupboard and bring me another 3 exercise books' or have some activities that are ready e.g. a collage that needs attention, a specific errand such as a message to the office, areas that need reorganising, ripping up paper to make something....

Accepting: when a child refuses for whatever reason, give immediate partial agreement to his comment, that is begin your sentence partially agreeing with him. By partially accepting a child's negative comment the adult sidesteps confrontation and can then redirect the child's behaviour. E.g.

| |
|---|
| Pupil: I hate school Adult: Yes, there are times when you might hate school but I can help you with your learning so that you can enjoy it more and you can tell me about some things that you would like to do at school. |
| Pupil: I don't like doing P.E. Adult: Yes, I can tell that you don't like P.E. Is it getting changed that you don't like? Is it the exercise that you find tricky? |
| Pupil: There is too much work to do Teacher: Yes, it can seem like that there is too much work to do, but let's get this part done and then we might be able to find time for some other things you enjoy – perhaps you could tell me what they are. |

Solution-focused

Focusing on getting the behaviour right. 'For the rest of this week I am going to be watching you for all those times when you get it right, when your behaviour is helping you to learn. These will be times when you are sitting on the carpet, when you listen to instructions, when you don't distract people. I am going to write those times down and if you want me to I will give you a note to take home explaining how well-behaved you've been. If I'm doing this I will need your help as well. I want you to notice those times in the classroom when you are working well and I want you to think about what you are doing that helps you to be successful'.

Scaling

If the child is able to understand this technique it is very positive. Help the child to rate his problem on a scale of 1-5. Number 1 reflects the problem at its worst and 5 is where there is no problem.

ADULT: Tim, on a scale of 1 to 5 where do you think you are with respect to staying in your seat and not disturbing others in the class?

TIM: About 2

ADULT: Okay, what is it that you think you are doing right to put your mark at 2? TIM: Well sometimes when we are doing drawing I don't leave my seat at all.

ADULT: If you moved your score from 2 to either a 3 or a 4, what do you think you would be doing more of? What would you and I see more of?

TIM: Well, I would be putting my hand up when I got stuck and needed help. ADULT: Ok. Let's work together to see if we can achieve that.

Notice the problem is not analysed and the conversation between the adult and the pupil is more positive. It did not go down the road of, 'Why did you behave like that?' For most of the time children do not know why they behave the way that they do. Solution-focused approaches are positive and brief. The adult does not get drawn into analysing the problem, but instead used his energy to find and understand those times when the problem was less severe.

APPENDIX 2



EXAMPLES OF THE SEQUENCE OF THERAPEUTIC BEHAVIOUR RESPONSES

Respond in an 'authoritative' manner.

If a child refuses to respond to choices given, say e.g. 'Yes, you can' instead of 'That's fine' when considering an alternative.

Try to 'disempower' the behaviour wherever possible by ignoring and giving exaggerated attention to those children making the correct choices.

| | 1 | 2 | 3 DIFFERENTIATED WORKSPACE | | 4 | 5 | 6 |
|--|---|---|--|---|--|---|---|
| Scenario | Positive Phrasing | Child's Limited Choice (of equal value) | Directive from adult | REFLECTION 'Take up time' Opportunity to think on own and come back when ready | Debrief for the class | Educational Consequence (What does the child need to learn from this situation? What do we need to teach?) | Further consequence (being sent to SLT) |
| <p>Disturbing the learning environment</p> <p>'Silly' behaviour</p> <p>Refusing to get on with a task that has been set leading to disrupting others:</p> | <p>This is a Polite Reminder <i>followed by the expectation that is not being met</i></p> | <p>You have a choice: Sit on the carpet or sit next to me <i>(or similar)</i></p> <p>This work needs to be Finished during lesson time when I am here to help you or during break/lunchtime when you will need to get on by yourself.</p> | <p>Move off the carpet/sit away from the class/sit next to me – thank you</p> <p>You need to...stay in at break/lunch until the work is finished</p> | <p>Now leave the classroom (and go to...) so that we can get on with our learning. You are welcome to come back when you are ready to learn</p> | <p>When other people make choices that affect you, how do you feel? It is not acceptable to...</p> | <p>Needing to catch up on the learning and/or practice correct behaviours</p> <p>The task WILL be completed</p> | <p>If persistently disturbing the learning environment you will need to go and speak to Mr Lloyd/Miss Harkness about your choices</p> |

APPENDIX 3



THERAPEUTIC BEHAVIOUR RESPONSES IN THE PLAYGROUND

Respond in an 'authoritative' manner

Not playing safely

| 1 | 2 | 3 | 4 |
|---|--|---|--|
| <p>Child's Limited Choice</p> | <p>Adult directive</p> <p>& Educational Consequence</p> | <p>REFLECTION</p> <p>Leaving the play environment</p> <p>'Take up time'</p> <p>Opportunity to think on own and come back when ready</p> | <p>Further consequence (being sent to SLT)</p> |
| <p>Play safely or come and stand next to me</p> | <p>Come and stand next to me.</p> <p><u><i>Educational Consequence 1</i></u></p> <p><i>Point out other children; talk about games that the child could play. Need to have a couple of suggestions of playground games.</i></p> | <p>Leave the playground and go to sit on the bench in the hall.</p> <p>When you are ready to play safely then you are welcome to come back to the playground to tell me</p> | <p><i>If continuing to play in an unsafe manner.</i></p> <p>You will need to go and speak to Mr Lloyd/Miss Harkness about your choices.</p> <p><u><i>Educational Consequence 2</i></u></p> <p>Think of some safe games that you could play.</p> <p><i>Draw pictures. Ask child to come back at the next playtime to be reminded of safe games to play. They need to 'earn' the right to be able to go back to the playground. Could they learn a new game to go back to the playground and teach other children.</i></p> |

When a child who is not on a Risk Reduction Plan exhibits behaviour that results in another child being harmed, the adult could use the de-escalation script if appropriate. The child needs to be guided to a SLT member to follow up.

Those children who feel excluded from play and/or do not have the confidence to join in with other children equally need help to ensure that they are not internalising their feelings of e.g. low self-esteem and must be supported to engage in play situations. Where this becomes an ongoing problem, the class teacher must be informed so that some support can be given through e.g. Circle times, PSHE sessions.

Appendix 4: De-escalation Script

Adults need to be aware that when children display disruptive, difficult or dangerous behaviour they may initially be upset or emotionally distressed. Action needs to be taken to calm the situation.

The principles of de-escalation are:

- use the child's name
- acknowledge their right to their feelings
- tell them why you are there.

Using a de-escalation script gives a focussed, calm and consistent approach.

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.....

All staff must have a sticker with the de-escalation script on the back of their lanyards for easy reference.

APPENDIX 5: Reminder of physical intervention through moving, handling

and comforting

At Sauncey Wood Primary:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming him/herself, others or property
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Different types of physical contact with pupils:

1. Physical Contact

There are situations in which proper physical contact occurs between staff and pupil. Examples of where physical contact with a pupil might be proper or necessary include:

- Holding the hand of the child at the front/back of the line when going to assembly or when together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercise or techniques during PE lessons or sports coaching; and
- To give first aid.

2. Positive Handling

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.

3. Physical Intervention, Control and Restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of "reasonable force" should be seen as a last resort. All such incidents must be recorded and be stored in an accessible way. If at all possible, more than one member of staff should be present if physical restraint is necessitated.

GUIDANCE FOR THE USE OF APPROPRIATE TOUCH

In most circumstances staff should only ever be making physical contact with the upper part of the body and this primarily should be the hands, arms and shoulder area. It is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

Lifting: Children should never be lifted or carried except in cases where the child is at immediate risk of harm or in an emergency.

Hugging: members of staff that are using touch for comfort or reward must 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' hugging, and the adult's hands on the shoulders limit the ability of the child to turn themselves into the adult. This can be done either standing or sitting.

Hand-Holding: children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is consensual and not habitual. Handholding should not be used to lead children in place of communication. Leading a child by the wrist is never acceptable.

Lap-Sitting: Children should be taught to seek comfort/attention through other means, for example a hand hold or sideways hug. If a child attempts to sit on a staff member's lap, they should explain to them that this is not what is done in school, and ask them to sit next to them if it is appropriate.