



# St. Lawrence Primary School



## Behaviour Policy

### Introduction

The following policy has been written with contributions from the whole school community including the staff (teaching and non-teaching), pupils and parents. This agreed behaviour policy needs to be supported and followed by the whole school community, based on a sense of community, fairness and shared values of Success, Independence and Responsibility.

### Aims

The broad aim of the policy is to encourage our school community to teach good behaviour through a supportive, restorative and compassionate approach. To achieve this together, we will:

- Ensure a consistent approach and set boundaries for children and adults
- work together in an effective and considerate way to produce an optimal learning environment where we all feel happy, safe and secure
- teach through the school curriculum, values and attitudes as well as knowledge and skills.
- reassure parents/carers that their children are growing personally, socially and academically
- instil a sense of right and wrong in the children
- promote good behaviour, emphasising the positives
- promote self-esteem and positive relationships so that our pupils become responsible, independent successful members of society

### This is consolidated by

- all staff and helpers providing a nurturing environment where everyone feels valued;
- all staff and helpers modelling high standards of behaviour and interpersonal interactions;
- providing clear guidelines and agreed strategies for behaviour management;
- all staff having high expectations of pupils' (and each other's) standards of behaviour including self-discipline, dress code, concern for others and the environment.
- all staff applying the agreed guidelines which reward positive behaviour and provide strategies for dealing with inappropriate behaviour;
- all staff reinforcing the 'behaviour of the week', introduced in Key Stage Assembly (opening doors for others, walking in the corridors etc)

The core values of the school - success, independence and responsibility - will underpin our philosophy.

It is imperative that this policy is supported, practised and owned by the whole school community, and that review should be on-going.

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### House System

The school has 4 houses. Each house has a colour that relates to the colour of the beads (red, purple, blue and green). Children are allocated a house before entrance to the school. Siblings are in the same house. Beads are awarded when children demonstrate the core values of the school. Beads are collected in each week and put into a house jar at the entrance to the school. There are golden beads (worth 20 house points) and super platinum beads (worth 50 house points) which can be awarded when children go 'above and beyond'

*Seymour – blue, Kempt – green, Rocco – red, Lewis – purple*

In addition, class teachers will reward positive behaviour with a variety of incentives personal to their own class.

### Organisation and procedures

Each class agrees a charter at the start of the year which sets the standard expectations around general behaviour. There is a whole school charter that all staff can refer to. This was written by school council.

Independence:

- We are confident to be unique – it's good to be different
- We respect each other inside and out
- We are happy for our own and for each other's successes

Responsibility:

- We treat others how we would like to be treated
- We tell the truth
- We care about each other's feelings

Success

- We ask questions and figure things out for ourselves
- We listen in a respectful way
- We try our best and learn from our mistakes

We believe that encouraging children and praising them for displaying specific positive behaviour is more effective than reprimanding them for inappropriate behaviour.

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Some examples of positive behaviour that we encourage are:

### **In the corridor and walking to and from play**

Children should:

- line up quietly when queuing for entry to hall or classrooms
- keep noise at a 'talking' level
- greet adults and visitors that they meet and remember to give eye contact
- stand aside to let others through

### **In the hall (assemblies)**

Children should:

- enter and leave the hall in quietly and calmly
- sit in the line order selected by their teacher
- celebrate by clapping, but not shouting out

### **In the hall (P.E)**

Children should:

- enter and leave the hall in silence
- enter in a single file, sit and wait for instructions
- stop and listen on an agreed command or sound
- follow PE guidelines for assembling, using and putting away equipment

### **Lunchtime**

Children should:

- children will enter and leave the hall calmly
- be given the opportunity to join their hands and say the prayer/grace
- speak quietly to the children on his/her table
- put up their hand if they require assistance
- demonstrate good table manners whilst eating
- ensure that all rubbish is disposed of appropriately and that surfaces are clear and clean
- Put up their hand and stop talking when the lunch supervisors put up their hand

Any inappropriate behaviour that children do not change following advice from lunchtime supervisors needs to be reported to the lunchtime supervisor's line manager who will report to teachers if necessary. Teachers will deal with the behaviour in line with the policy.

### **In the playground**

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Children should:

- follow the school charter (especially showing responsibility (We treat others how we would like to be treated / We tell the truth / We care about each other's feelings)
- keep to the designated areas for specific activities
- use equipment safely
- put equipment away that they have been using under the guidance of the staff on duty.
- Playground Friends will be appointed to support this

### In the toilets

Children should:

- inform an adult before going to the toilet (Y1 – 6)
- flush toilets after use and wash hands
- return promptly to the classroom or playground and report any problems in the toilet area to an adult
- let an adult know if you see anyone not being sensible

### Leaving school

*Please note that the school day starts at 8:30am and finishes at 3:15pm. There is an expectation that children are not in school outside of these hours.*

Children should:

- collect their belongings
- leave the classroom quietly
- sit quietly in class lines in the hall (R/Y1/Y2)
- leave the hall/classroom promptly
- those Y6 children who cycle home (who have completed their cycling course and have written consent), are required to wait until 3:15pm
- children who are allowed to walk (have written consent) must stay on the footpath
- children use talking voices while they are waiting to go home
- use talking voices
- (during covid restrictions and staggered home time, children wait for siblings in class, after school clubs wait in the library (where there is a list of children who are expected at the clubs)

### Tiered consequences

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Tier 1: Gentle Low level: i.e. distracted, off task

- non-verbal communication (the teacher look)
- use proximity
- use the terminology of 'good talk/bad talk' to keep children's talk on task
- comment on other children who are on task
- discreet verbal communication
- refer to the class or school charter – allow time for compliance
- co regulation (seen, safe, soothed)
- diversion and distraction
- refer to Zones of Regulation

Tier 2: Mild: i.e. breach of class charter

- temporary seat change
- sorry note
- private conversation
- brief time out with another member of staff (used with caution and consideration for the child's emotional state)
- occasionally a call home
- consider having a Restorative Practice conversation
- Peer Mediation
- refer to Zones of Regulation

Tier 3: Moderate: i.e. rudeness or ongoing low level disputes

- permanent seat change
- rehearsal of expected behaviour/procedure
- take away time from playtime (supervised)
- miss clubs/privileges
- withdraw from the situation under the supervision of a member of staff
- Have a Restorative Practice conversation
- refer to Zones of Regulation
- Peer mediation if appropriate

Tier 4: High level: i.e. bullying, persistent low level, aggression, disrespect, fighting, aggressive swearing, offensive language

- co regulation (seen, safe, soothed)
- diversion and distraction
- Restorative Practice – conflict resolution
- recorded on SIMS and reported to SLT
- phone call home
- refer to Zones of Regulation

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- meeting with SLT to agree the appropriate next steps
- possible involvement of outside agencies
- possible positive behaviour plan / consistent management plan written with the parents and child when appropriate
- note of apology
- missing playtimes
- completing learning in another classroom
- missing clubs

Tier 5: Exceptional behaviour (see Education Dept. suspension tariff) which could warrant suspension

- physical assault on a member of staff
- physical assault on a pupil
- verbal assault to a member of staff
- verbal assault to a pupil
- sexual assault to a member of staff
- sexual assault to a pupil
- arson
- theft
- recorded on SIMS
- reported to SLT
- involvement of outside agencies
- suspension and modified SEBD plan
- refer to Zones of Regulation

As children develop and mature, there will be times when their behaviour is deemed inappropriate. Most of the time, this is quite normal whereby the child is trying to establish boundaries.

Minor breaches of discipline are dealt with by the class teacher, Teaching Assistant or Lunchtime Supervisor in a compassionate, caring, supportive and fair manner, taking into account the age of the child, as well as considering any other background knowledge and individual circumstances. Poor behaviour is spoken about separately from the child so that the child knows this is something that they have the power to change.

It is always important to remember that children will respond best to talking about their behaviour in a private place rather than in front of their peers.

### Support

Time (daily) has been set aside within the Curriculum to operate 'nurture' groups or individual check-ins whereby pupils with SEBD ILPs are supported by the SENCO/ELSA for issues such as low self esteem, anger management and conflict resolution – see SEN Policy. ELSA support may also be offered.

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### Parents' Roles

An open and transparent relationship with parents is essential. Parents will be given access to a copy of this Policy so that rewards and consequences can be discussed with their child.

We expect parents to:

- Check that their child understands and agrees with the rewards and consequences outlined in the Policy
- Be available for consultations/telephone conversations/emails regarding their child's behaviour when necessary
- Meet their child's basic needs at home so that when they come to school they are in good health (not hungry, thirsty or tired); have the appropriate equipment for their learning; and are appropriately dressed (correct uniform or PE kit)
- Support the rewards and consequences given during the school day. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, then they should contact the Head teacher

The following list of strategies and approaches for encouraging positive behaviour in and around the school should be implemented by all staff:

### Foundation Stage approaches

Wherever possible the Foundation Stage follows the Whole School Guidelines. However, this is not always appropriate. The age and maturity of the child is taken into consideration. The appropriate behaviour is modelled and activities are planned for the child to help reflect, develop and ultimately to make the right choices independently.

Further information about the need for a different approach in the early years:

<https://raisedgood.com/toddlers-meltdowns-brain-development-ditch-traditional-discipline/>

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### Appendix 1: 7 COMPASSIONATE BEHAVIOR MANAGEMENT STRATEGIES

There's a saying some educators use: "The best classroom management strategy is an engaging lesson plan." That may be true, but there are often a few students who act out in class no matter how well the teacher prepares. Dearborn says when she started using compassion to help her students behave in school-appropriate ways, she had far more success. She often found that punishments embarrassed students and caused them to resent her deeply, damaging their relationship.

#### 1. Tone, Volume and Posture

Dearborn empathizes with students who feel shame when they are called out in front of the entire class. Whenever possible, she tries to discipline privately, but classrooms are hardly private, so she often uses a combination of tone, volume and posture to get students on task.

First she adopts a calm and serious tone in her voice. Then, she squares her body to the student. She says this kind of communication can usually do the trick, but there are other steps if needed. For kids who might have oppositional defiant disorder or be emotionally disturbed, Dearborn advises a side posture with averted eyes so as not to trigger a violent response.

#### 2. Avoid Standoffs

Dearborn said that in moments of escalation with students, often the best strategy is to offer a few alternative choices to the behavior a child is showing and then walk away. Dearborn calls this "drive-by discipline."

"Say the kid's name superfast and then move on," she said. "Sometimes it's the right thing to do. It startles her, and then I move on before she can bait me into an argument."

#### 3. Look for the Subtext: I Don't Care

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When kids are acting in a confrontational, dismissive or volatile way, Dearborn suggests looking for the deeper message the student is communicating, whether they know it or not. She imagines an invisible subtitle running in front of the student that communicates what she really needs. When things get tense, “everything out of their voice and their face and their body, that is just interference getting in the way of me reading the invisible subtitles,” Dearborn said. She has had to practice ignoring the loud anger and hostility in order to look for the invisible subtitle.

“If you’re assuming the best about the kid, that they want to learn appropriate behavior, they want to be positively connected to you, but they somehow can’t, there’s something in the way. What can you imagine the invisible subtitle is for ‘I don’t care?’ ” Dearborn asked a crowd of educators at the [Learning and the Brain](#) conference.

“For me, the invisible subtitle for ‘I don’t care’ is, Mrs. Dearborn, I really, really care, but I can’t tell you that. Do *you* care?”

Reading the “subtitles,” as she calls them, has helped Dearborn to stop perceiving misbehavior as disrespect. That doesn’t make her a pushover, she said. It makes her an advocate for the student.

“So now when kids say, ‘I don’t care’ to me, I say, ‘That’s OK because I care, and I can care for the both of us right now, so let’s do this.’ ”

Approaching the student with the assumption that they want to behave appropriately changes the communication dynamic.

“I’m not doing it because I’m frustrated and now I want to punish them. And even though the words and the consequences I’m giving might be the same in either case, it is the quality of interaction that shifts, and kids pick up on quality and our unspoken intention more than anything else in a disciplinary interaction.”

The subtext could also be simpler. Maybe a student is talking in class, and when the teacher calls her out on it, she denies talking. “For me, the subtitle for ‘I wasn’t talking’ is, ‘Mrs. Dearborn, I was totally talking. You know I was talking. I know I was talking. Everybody in the room knows that I was talking. But I’m embarrassed that you called me out about it right now, so if you walk away, I’ll stop.’ ”

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Dearborn says to accept the student's answer and move on.

### 4. Choice, Timeline, Walk Away

Dearborn said that when people come to her workshops, they arrive with hopes of an exotic new solution that will solve everything. But changing behavior comes down to hard work. And to help students learn appropriate classroom behaviour, she presents a series of choices that are connected to consequences, not punishments. Students can be given choices, including ones that lead to undesired consequences.

“The sooner we can get our students to internalize this truth — that their choices matter, that they are in charge of whether they receive the sweet or bitter fruit based on how they choose in any given situation — the sooner they internalize that concept, the better off they're going to be.”

Giving students space to make their own choices means that sometimes they'll choose to act in ways teachers wish they wouldn't. But even in those moments, incidents that could lead to an office referral, students are testing whether their teacher cares enough to hold her accountable.

“[The student] understands I can go to the wall without abandoning or abusing, without lashing out,” Dearborn said. “And she for whatever reason needs to learn that lesson, apparently. So I can be that person. It's not how I want it to go, but if we need to go here a couple of times so she can learn who we are together, that's OK with me.”

It's counterintuitive, but Dearborn said it would be easier for the student if she lashes out at them because then the student can blame her for how the interaction ends. That way, the student doesn't have to confront her own actions.

“But if I just maintain choices, leave them with her, with kind eyes, in the end, even if she ends up out of the room, she understands at some level, maybe not consciously and right then, later, that could have gone differently,” Dearborn said.



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### 5. Visual Cues

When kids don't follow through with a teacher's verbal command, it might not be because they're being defiant. Sometimes they're not listening because of attention issues, learning differences or auditory processing issues. They could also be English language learners or they're fatigued by a teacher talking too much.

"Because they're hearing my voice too much, they're tuning me out," Dearborn said. "If I don't have another way to communicate with them I'm losing half of them half the time."

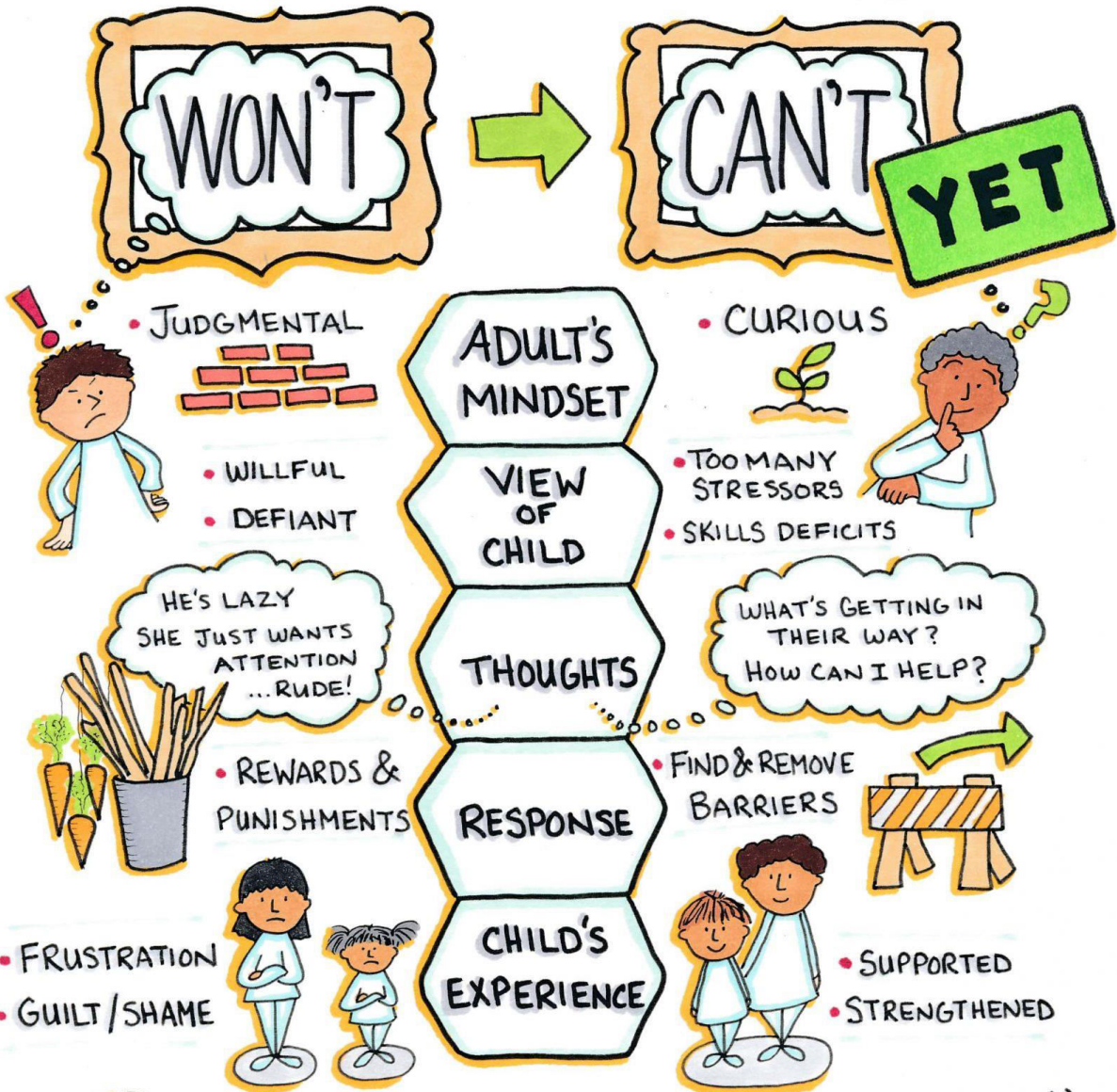
This is where she can communicate expected behavior [with an image](#). She has had kids line up, for example, in what they thought was a straight line. When she showed them a photo of how they were actually lined up, they did it again.

Managing a classroom of over 30 students is hard work and no one is perfect. But Dearborn has found these tips keep her in a compassionate frame of mind, looking for the best in her students, and checking her own assumptions before interacting with them. When she can follow her own advice, she finds she's building students up, rather than tearing them down, and helping them to be accountable for the choices they make.



# REFRAME THE BEHAVIOUR

“KIDS DO WELL IF THEY CAN”  
~ ROSS GREENE



“SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD”  
~ Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be “STRESS DETECTIVES”...finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

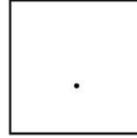
@kwiens62



### Prevent



**Routines:**  
Rehearse, Reteach  
and Remind



**Positive Framing:**  
Prioritise Desirable  
Behaviours/Responses



**Explanatory Praise:**  
Nudge the Norms  
'We'/'Us'/'Team'



**Sell Shared Values:**  
You Matter, but All Matter  
All Must Learn & Succeed  
Purpose not Power



**Sweat the Small Stuff:**  
Sit up, Eye Contact...  
Be Seen Looking  
Catch it Early

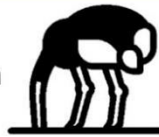


**Frontload Expectations:**  
Clarify behaviours  
Visible Early Compliance

### Low Level Disruption



**Pause:**  
Stop Mid-sentence with  
Sustained Eye Contact



**Tactically Ignore:**  
'I'm waiting for...'  
'I'm looking for...'



**Assume Confusion:**  
Genuine Tone with  
Question/Clarification



**Non-Verbal/Proximity:**  
Gestures, Signals and  
Close In



**Take Up Time:**  
Describe Behaviour,  
Quantifying Language



**Rule Reminder:**  
Generic, Class-Focused  
'In this class, WE...'

### Repeated Disruption



**Private/Discrete  
Discussion:**  
Impact -> Redirect



**Assertive But  
Supportive:**  
Instil Belief 'You can...'



**Choices:**  
Clarify 'Options' and  
Consequences



**Check In:**  
Build Trust for Open  
Communication



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The Use of Restrictive Physical Intervention (RPI) – extract from Positive Behaviour, Exclusions & Part-Time Timetables Policy and Practice

The following underpinning principles apply for the use of RPI in schools and settings:

- the use of force should, wherever possible, be avoided. It may not be used as a punishment
- there are occasions when the use of force is unavoidable
- when force is unavoidable, it must be used in ways that maintain the safety and dignity of all concerned
- RPI should only be used in the context of wider behaviour policies and procedures which promote positive behaviour. There are occasions when RPI is unavoidable and is used in response to the 5 risks presented in a particular situation. RPI should only be used when there is no alternative, less intrusive, course of action

### Appropriate Use of RPI

RPI should only be used in very extreme circumstances. Jersey Law states this would include preventing a pupil from doing or continuing to do any of the following:

- committing any offence
- causing personal injury or damage to property
- prejudicing the maintenance of good order and discipline, whether during a teaching session or otherwise

The most usual circumstances where reasonable force might be used is when a pupil's behaviour is likely to cause personal injury or serious damage to property.

Members of staff should be very cautious about the use of force in other circumstances and remember that force should only be used as a last resort and in line with the legal considerations and principles above.

Staff should also be aware that a restriction of personal freedom is also a physical intervention. It is illegal to lock a pupil in a room or to prevent them from leaving a building except in very extreme circumstances of high risk that are unforeseen.

### Legal Considerations

A duty of care is imposed on staff. They must therefore take reasonable care to avoid acts or omissions which may cause harm. This duty of care applies to all employees of the Education Directorate and they remain personally responsible and accountable for their actions at all times.

Members of staff should not be required/advised to carry out any form of RPI outside legal/policy guidelines which will put themselves at risk legally or otherwise.

The Education Directorate, in turn, owes a duty of care as an employer to those professionals in its employment and offer appropriate training and guidance. It recognises that at times they may face situations where they have to make a judgement about the use of RPI. Employees have the right to defend themselves and/or others from harm and where they decide to do this, they must not use a disproportionate level of force.

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### Terminology

A number of terms can be used interchangeably (and inaccurately), however for the purpose of this policy the following definitions apply:

- Non-restrictive physical intervention is manual guidance, for e.g., to assist a pupil in crossing the road safely
- Restrictive physical intervention (RPI) would include holding a pupil's hand to prevent them from hitting another pupil. This policy applies to the use of restrictive physical interventions and in no way comments on appropriate therapeutic or appropriate support given to assist pupils in given daily tasks. This policy does not make reference to the use of mechanical restraint nor should any form of mechanical restraint be used
- Unplanned (emergency) physical intervention refers to the use of force, which occurs in response to unforeseen circumstances. There are occasions when the use of RPI is unavoidable in response to the risks presented in a particular situation. However, 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
- Planned intervention refers to the use of RPI using pre-arranged physical skills detailed in a support plan and based upon a risk assessment. This will always be accompanied by alternative behavioural approaches aimed at supporting the development of socially valid behaviour

### Physical Intervention and Associated Risks

It is important to highlight that a level of risk is associated with any form of physical intervention. For this reason, it should be avoided wherever possible. High levels of risk are associated in particular with:

- taking a pupil to the floor or holding them on the floor
- restricting breathing
- bending, flexing or holding over the joints
- pressure on the neck, chest abdomen or groin area
- mechanical restraint (this policy does not address this, and it will not be supported within the Education Directorate)

*Employees of the Education Directorate should only employ physical intervention techniques in which they have received training from MAYBO trainers.*

### Who Can Use RPI and When

The term RPI covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. School staff should always try to avoid acting in a way that might cause injury. It is acknowledged that in extreme cases it may not always be possible to avoid injury as an accidental consequence of the intervention.

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All staff might use RPI to maintain safety in an emergency whilst being aware of the principles of Jersey Law. It is important, however, to distinguish between the use of RPI in planned circumstances as compared to an unplanned, emergency situation.

### The Use of Unplanned RPI

In an unexpected, emergency situation, the member of staff must make an immediate assessment of risk and act accordingly to maintain the safety of all involved. The procedures outlined in this policy for recording the incident, informing parents, providing support for those involved and future risk assessment should all be followed. School and setting staff will not be expected to act in a way which puts themselves at risk of injury. It will be helpful for staff if the response to unplanned incidents is considered in the school's annual staff training on RPI.

The Use of Planned RPI When pupils present with particularly challenging behaviour it is helpful to generate a Consistent Management Plan (Appendix 1) which outlines:

- communicative function of the behaviour
- the environmental changes to be made
- new skills to be taught
- how these will be reinforced
- reactive strategies
- if the pupil's behaviour presents a significant risk, RPI may be identified as one of the reactive strategies

### Risk Assessment

When it is likely that a pupil's behaviour may necessitate the use of RPI as one of the reactive strategies a risk assessment MUST be carried out (see Appendices 2 and 3).

### Positive Handling Plan

When the management/behaviour plan and risk assessment indicate the likely need for school staff to hold or physically intervene with a child/young person to prevent an injury, the school should record this in a Positive Safer Handling Plan (PSHP) (Appendix 4). The information in the risk assessments will help to inform this plan which will outline:

- who has been consulted about the plan?
- the type of physical intervention to be used
- which adults are authorised to use this intervention?
- parental consent for the plan
- Head teacher authorisation for the plan

The recommended format for a Positive Safer Handling Plan is included in Appendix 4. A pictorial copy of the Handling Plan will also be provided by the SEMHIT. Handling plans should be reviewed on a monthly basis with

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SEMHit to assess whether they need updating or are no longer required. This will also provide an opportunity to practice RPI skills.

When a handling plan is needed, all named staff must be trained in MAYBO accredited RPI techniques. Staff will be responsible for maintaining the level of skills acquired within training and ensuring the skills are updated as appropriate. Employees should not informally share techniques or engage in adapting techniques in any way following training.

### Reporting and Recording

When RPI has been used, whether in a planned or unplanned way, schools should record this within 24 hours using the format in Appendix 5. It is necessary to report the use of RPI when using 'escorting' and 'holding' techniques. A copy of this report should be sent to SEMHit. It is not necessary to report incidents where non RPI techniques are used (e.g., 'guiding' and 'disengagement' techniques), although these should be logged by school (see Appendix 6).

### Informing Parents

Parents should always be informed of any incident involving RPI. Parents should be included in any review of a pupil's individual education plan, which follows an incident of RPI.

### Safeguarding the Welfare of Staff

Schools and settings have a duty to ensure, so far as is reasonably practicable, that the health, safety and welfare at work of their employees and the health and safety of others is safeguarded. As part of this employers must:

- assess the risks to employees and others (including the risk of reasonably foreseeable violence) and implement steps to reduce these risks
- provide adequate information, instruction, training and supervision
- monitor and review arrangements put in place to reduce the risks to ensure they are effective
- establish transparent processes to acknowledge the hazardous nature of any foreseeable incidents, and of any restrictive interventions

The duty includes risks arising from both violence and the use of RPI.

### Post-incident Support

After incidents, the child/young person and the staff involved should be given emotional support and basic first aid for any injuries as soon as possible. Immediate action should be taken to secure medical help for injuries that require other than basic first aid. All injuries should be recorded in accordance with the school or setting's procedures and reported as appropriate to the health and safety officer.

Schools and settings should ensure that appropriate lessons are learned from instances where RPI has been used. This will usually involve de-briefing, post-incident review (see Appendix 7) and monitoring of the use of RPI.

The process should consider individual plans and wider policies. Reviews could involve a facilitated staff team discussion about the warning signs of an impending incident, whether any previously agreed behaviour plans were followed, what de-escalation strategies were used and how effective they were, and what might be done differently in future.

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It is good practice to involve the child/young person and, wherever possible, parents/carers, advocates and other relevant representatives in planning, monitoring and reviewing how and when restrictive interventions are used. If the child/young person and parents/carers are not involved this should be documented and reasons given.

As soon as possible after the use of RPI, the member of staff involved should be de-briefed by an appropriate manager to allow for reflection and the manager to deal with the emotions raised by the incident. This would support staff learning and professional development. Children/young people should have separate opportunities to reflect on what happened, and wherever possible a choice as to who helps them with this.

Families of children/young people should also have the opportunity to participate in post-incident reviews – though this may not always be appropriate.

### Monitoring and Reviewing the Use of RPI

Schools should use information from reviews to consider improvements to policies and practices, including the school or setting's approach to reducing potential triggers to challenging behaviour or conflict situations. They should take action to change policies or practices where approaches have been used for some time, but they have not been found effective. This process is especially important in schools or settings where children/young people's histories and needs may not be known, or well understood and individual planning is not possible. Schools should consider involving parents/carers, pupils and SEMHIT in this review.

### Children Looked After

In any circumstance where a child looked after experiences the use of RPI in a school, someone appropriate and trusted by the child/young person (e.g., the designated teacher, the VSH, the child/young person's carer) needs to be involved in the post incident review. Care homes will be trained in RPI and it is essential there is consistency across the two settings. It is highly likely these children/young people will have experienced some form of trauma and therefore a carer who knows and understands the child/young person's needs will provide invaluable information and support with future planning.

In addition, it is suggested that someone who was not involved in the incident should be involved in post-incident reviews to understand from the child/young person's perspective whether the school or setting did not fully understand what was needed, what upset the child/young person most, whether and how staff actions were helpful or unhelpful, and how things could be better in the future.

If there is a pattern of persistent use of RPI, the reviewer should consider, with the child/young person, and as appropriate, their parents/carers and/or advocates, revising their individual support plan.

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## Behaviour Policy

### 5. Appendices

#### Appendix 1 – Consistent Management Plan

##### Consistent Management Plan

Pupil Name:		Class Teacher:		Date of plan:	
DOB:		School:		Review date:	
Strengths:					
Concerns/functions of behaviours:					
Targets area/need:	(SEMH Interventions) How will it be met?	Who is responsible?	When will it be completed by?	How will you know Target has been achieved?	
1.					
Date:					
2.					
Date:					
<u>Baseline Behaviours</u>		<u>Positive Reinforcement Strategies (related to Baseline Behaviours)</u>			
<u>Triggers</u>		<u>Primary Preventative Strategies (related to Triggers)</u>			
<u>Rumbling Stage Behaviours</u>		<u>Secondary Preventative Strategies (related to Rumbling Stage Behaviours)</u>			
<u>Crisis Stage Behaviours</u>		<u>Tertiary Reactive Strategies (related to Crisis Stage Behaviours)</u>			
<u>Recovery Stage Behaviour</u>		<u>Secondary Supportive Strategies (related to Recovery Stage Behaviours)</u>			
<u>Post Crisis Depression Stage Behaviours</u>		<u>Support Strategies (related to Post Crisis Depression Stage Behaviours)</u>			



# St. Lawrence Primary School

## Behaviour Policy



### Appendix 3 – Risk Assessment to Accompany Individual Pupils

Risk Assessment to Accompany Individual Pupils											
<ul style="list-style-type: none"> <li>This assessment is for students who may need Restrictive Physical Intervention (Holding and Escorting) as part of their Consistent Management Plan.</li> <li>At all times staff will be monitoring the environmental risks, from the objects within that environment, the risks presented by individual students and the interaction between all of these elements. This dynamic risk assessment will encourage constant monitoring and reaction to potential risks.</li> </ul>											
Pupil Name:					D.O.B:						
School:					Is the young person Looked After? yes / no						
Name(s) of assessor(s)					Date Risk Assessment completed:						
Risk Rating				Severity					Action Criteria		
Table of Likelihood		Table of Severity									
5	Almost Certain	5	Fatality	Likelihood	5	25	20	15	10	5	<b>25 – 20 Very High</b> These risks are unacceptable. Substantial improvements in risk controls are necessary. <b>19-15 High</b> Substantial efforts should be made to reduce risks. Risk reduction measures should be implemented urgently. Activity suspended. <b>14-9 Medium</b> Consideration as to how the risks can be further lowered. Risk reduction measures should be implemented as part of a time bonded action plan. <b>8-5 Low</b> No additional controls are required.
4	Very Likely	4	Major Injury or illness		4	20	16	12	8	4	
3	Likely	3	Over 3 day injury or illness		3	15	12	9	6	3	

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											Existing controls should be maintained.
2	Unlikely	2	Lost time injury or illness		2	10	8	6	4	2	4-1 Very Low These risks are considered acceptable
1	Very unlikely	1	Minor injury or illness		1	5	4	3	2	1	(Please see additional action criteria notes)
Behaviour/Hazard	Who could be affected	Risk assessment – Evaluating the risk Likelihood x Severity			Controls in place (See Positive Behaviour Approaches for Examples)	New Risk Assessment Likelihood x Severity					
		Likelihood	severity	Risk Assessment		Likelihood	severity	Risk Assessment			
1.											
2.											
3.											
4.											
5.											
6.											

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# St. Lawrence Primary School



## Behaviour Policy

### Appendix 4 – Positive Safer Handling Plan to accompany Individual Students

Positive Safer Handling Plan to accompany Individual Students			
<ul style="list-style-type: none"> <li>When the Consistent Management Plan and Risk assessment indicate the likely need for school staff to use Restrictive and Non-restrictive Physical Interventions.</li> <li>Restrictive and Non-restrictive Physical Interventions include: Disengagement, Guiding, Escorting and Holding.</li> <li>All staff listed on the plan must have attended up to date training in Maybo Positive Approaches to Behaviour and Safer Handling – <b>Children</b> or <b>Adolescent</b></li> <li>SEMHT will offer refresher training on a regular basis to ensure school staff are confident and safe to carry out Restrictive and Non-restrictive Physical Interventions.</li> </ul>			
Student Name:		D.O.B:	
School:		Is the young person Looked After? yes / no	
Date Safer Handling Plan to be introduced:		Review date:	
List the staff that are authorised by the head teacher to carry out Restrictive and Non-restrictive Physical Interventions:			
People involved in contributing and developing this plan, including the pupil and parents/carers:			
What behaviours may occur which may require the use of N-RPI and RPI.	What preventative measures or positive reinforcement strategies could be implemented? <i>(Maybo Risk reduction Model - Primary, secondary and tertiary)</i>	What de-escalating techniques could be used to prevent the use of N-RPI and RPI? <i>(Maybo Open Palms – position, attitude, look and listen, make space, stance. Maybo Safer Model – Step back, assess, find help, evaluate options and respond)</i>	What types of Restrictive and Non-restrictive Physical Interventions could be used? <i>(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful) Plus necessary, reasonable and proportionate.</i>
1.			
2.			
3.			
4.			
I, the parent/carer of _____ Have discussed this Positive Handling Plan and agree to _____ Being guided, escorted or held if the staff assesses that there is no alternative for their own safety and the safety of others.		On behalf of the staff of _____ school. I undertake to ensure that we inform the parents/carers of: On each occasion that we have to guide, escort or hold _____ safely.	
Signed: _____		Signed: _____ (Head Teacher)	
Dated: _____		Date: _____	

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Justification for Physical Intervention	
Justification for Physical Intervention: Education (Jersey) Law 2017 <ol style="list-style-type: none"> <li>Committing an offence</li> <li>Causing injury, or damage, to a person or the property of any person. (Including the person themselves)</li> <li>Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, whether during lessons or elsewhere.</li> </ol> <i>(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful)</i> <i>Plus necessary, reasonable and proportionate.</i> Maybo moral and ethical values – Treat children with respect and dignity. Act in their best interests. Maintain positive relationships. Just because it is lawful doesn't mean its right. All Physical interventions carry risk of: Physical harm, stress and emotional trauma therefore it is seen as a last resort.	
Types of Physical Intervention (Red – children, Blue – adolescent)	
Types of Physical intervention: Non-Restrictive Physical Interventions. <ol style="list-style-type: none"> <li><b>(Disengagement) Self-defence – protecting against assault.</b> <i>(Open Palms, Roofs and walls, Grab prevention, Active Palms, Cradle off, Strong clothing grab, Bomb shelter exit, Hair grab, Object removal.)</i></li> <li><b>(Guiding) Non-restrictive</b> <i>(Shepherding, Supportive prompt.)</i></li> <li><b>(Guiding) Low level Restrictive</b> <i>(Cradle guides, Hook and cradle guide and turn, Front and rear shoulder turn, Elbow turn.)</i></li> </ol>	Types of Physical intervention: Restrictive Physical Interventions <ol style="list-style-type: none"> <li><b>(Escorting) Handling – restrictive</b> <i>(Hook and interrupter escort, Reverse hook and interrupter escort, Support to floor, Wrap escort, Wrap turn and reverse, Hip hook and turn, Team turn. Cross body escort to be used with adolescents only.)</i></li> <li><b>(Holding) Handling – restrictive</b> <i>(Kneeling hook and cradle containment, Containment with hooks, Seated hook and cradle, Wrap hold, Wrap wall recovery Single wrap and hook containment.)</i></li> <li><b>(Seated and kneeling) Handling – restrictive</b> <i>(Seated hook and cradle, Seated wrap, Wrap support to ground, Switch kneeling to seated, Re-engagement.)</i></li> </ol>
Views of pupil	
What are the feelings and views of the pupil in relation to the Safer Handling Plan?	

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## Behaviour Policy

Review of Incident of Restrictive Physical Intervention (RPI)			
<ul style="list-style-type: none"> <li>After completing the <b>Report of Restrictive Physical Intervention</b> (Holding and Escorting) please send to SEMHIT.</li> <li>The school and SEMHIT should review the Incident using the following format. It is current policy and good practice for schools/staff to review any incident that involves an RPI.</li> </ul>			
Post-incident student and staff supports			
<b>Did pupil or staff require first aid or admission to hospital?</b> Where individuals monitored during and after the event? Please describe any injuries sustained.	<b>How the pupil and staff were supported after the incident?</b> How the pupil was supervised and supported after the incident of RPI? How were staff supervised and debriefed, appropriate to the individual's needs?	<b>How the pupil/staff conflict was resolved and if appropriate were restorative processes used?</b> How the feelings of those were involved heard?	<b>What training needs have arisen as a result of the incident?</b> What organisation changes could be made to reduce the chance of RPI occurring again?
Review of incident			
<b>Antecedents or build up leading to the need for RPI.</b> What triggered the behaviour? <i>(Maybo POPS - Person, Object, Place, Situation)</i>	<b>What de-escalating techniques were used prior to the RPI?</b> <i>(Maybo Open Palms – position, attitude, look and listen, make space, stance. Maybo Safer Model – Step back, assess, find help, evaluate options and respond)</i>	<b>What was successful about the management of the incident and the staff responses?</b> <i>(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful)</i>	<b>What could change to reduce the chances of RPI from being used again?</b> <i>(Maybo Risk reduction Model - Primary, secondary and tertiary)</i>

### Appendix 6 – School Log of Non-Restrictive Physical Interventions (N-RPI's) for an Individual Pupil

School Log of Non-Restrictive Physical Interventions (N-RPI's) for an Individual Pupil							
<ul style="list-style-type: none"> <li>This Log is to be used for recording <b>Non-Restrictive Physical Interventions (Guiding and Disengagement)</b></li> <li>SEMHIT will review this information termly and/or if the school feel they need support to reduce the number N-RPI's.</li> <li>For Restrictive Physical Interventions (Holding and Escorting) please complete <b>appendix 5</b> and forward copy to SEMHIT.</li> </ul>							
Pupil Name: School:				D.O.B. Is the young person Looked After? yes / no			
Does the pupil have a Safer Handling plan? Yes/No				If yes - Date it began: _____ If no – Date handling plan to be introduced: _____			
List the staff that are trained in Maybo, Safer Handling - <b>Children/Adolescent</b> PI's and are listed on the Safer Handling Plan:							
Justification for Physical Intervention: Education (Jersey) Law 2017 <b>7. Committing an offence</b> <b>8. Causing injury, or damage, to a person or the property of any person. (including the person themselves)</b> <b>9. Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, weather during lessons or elsewhere.</b> <i>(Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful)</i> <i>Plus necessary, reasonable and proportionate.</i>				Types of Physical intervention: Non-Restrictive Physical Interventions. <b>10. (Disengagement) Self-defence – protecting against assault.</b> <i>(Open Palms, Roofs and walls, Grab prevention, Active Palms, Cradle off, Strong clothing grab, Bomb shelter exit, Hair grab, Object removal.)</i> <b>11. (Guiding) Non-restrictive</b> <i>(Shepherding, Supportive prompt.)</i> <b>12. (Guiding) Low level Restrictive</b> <i>(Cradle guides, Hook and cradle guide and turn, Front and rear shoulder turn, Elbow turn.)</i>			
Date of Non-restrictive Physical Intervention	Duration Start finish/time	Justification for N-RPI (See above grid)	Types of N-RPI used (See above grid)	Staff Involved with N-RPI	Line manager informed	Review of incident.	
						Antecedents or build up leading to need for N-RPI	What could change to reduce the chances of N-RPI's from being used again?
1.							
2.							
3.							



## Behaviour Policy

### Appendix 7 – Review of Incident of Restrictive Physical Intervention (RPI)

Review of Incident of Restrictive Physical Intervention (RPI)			
<ul style="list-style-type: none"> <li>After completing the <b>Report of Restrictive Physical Intervention</b> (Holding and Escorting) please send to SEMHIT.</li> <li>The school and SEMHIT should review the incident using the following format. It is current policy and good practice for schools/staff to review any incident that involves an RPI.</li> </ul>			
Post-incident student and staff supports			
<p><b>Did pupils or staff require first aid or admission to hospital?</b> Where individuals monitored during and after the event? Please describe any injuries sustained.</p>	<p><b>How the pupil and staff were supported after the incident?</b> How was the pupil supervised and supported after the incident of RPI? How were staff supervised and debriefed, appropriate to the individual's needs?</p>	<p><b>How the pupil/staff conflict was resolved and if appropriate were restorative processes used?</b> How the feelings of those were involved heard?</p>	<p><b>What training needs have arisen as a result of the incident?</b> What organisation changes could be made to reduce the chance of RPI occurring again?</p>
Review of incident			
<p><b>Antecedents or build up leading to the need for RPI.</b> What triggered the behaviour? (<i>Maybo POPS - Person, Object, Place, Situation</i>)</p>	<p><b>What de-escalating techniques were used prior to the RPI?</b> (<i>Maybo Open Palms – position, attitude, look and listen, make space, stance.</i> (<i>Maybo Safer Model – Step back, assess, find help, evaluate options and respond</i>)</p>	<p><b>What was successful about the management of the incident and the staff responses?</b> (<i>Maybo SEAL test – response was Safe, Effective, Appropriate and Lawful</i>)</p>	<p><b>What could change to reduce the chances of RPI from being used again?</b> (<i>Maybo Risk reduction Model - Primary, secondary and tertiary</i>)</p>



# St. Lawrence Primary School

## Behaviour Policy



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### The ZONES of Regulation™

<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>

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#### CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	July 18	Amory Charlesworth	Draft	Staff and School Council		
0.2	September 20	Amory Charlesworth	Restorative practice training	Whole Staff (inset day) Parents (meet the teacher day)		
0.3	May 22	Astrid Jansen	Adjustment to Tier 2 consequences	Staff		
0.4	Oct 22	Astrid Jansen	To include Zones of	Staff		

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## Behaviour Policy

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