

Ashbrook Junior School



Together Everyone Achieves More.

**Understanding Attachment, Behaviour**  
**And Physical Intervention**

## **Ethos**

At Ashbrook Junior School we endeavour to create a safe and stimulating environment where everyone knows that they are all valued. We have high standards in achievement and behaviour underpinned by the values of our school. We will provide an educational and social experience to meet the learning and emotional needs of all our pupils within the framework of a caring, supportive and structured environment. Pupils will be helped to develop their individual potential for growth, self-worth and self-control through experiencing clear and consistent guidance and support on appropriate ways of behaving appropriately in different social contexts. Our perspective is to empathise, understand and act to ensure every pupil's emotions and state of well-being allows their behaviour to align with the appropriate conduct in our school and the outside world.

## **Values**

We have defined our values as; Respect, Responsibility, Kindness, Creativity, Aspiration and Equality.

## **Aims**

Our aim is to encourage all pupils within the school to:

- ✦ Learn to develop an understanding of the ways their behaviour affects other people.
- ✦ Learn to respect the reasonable needs, wishes and feelings of others.
- ✦ Learn to understand, control and take responsibility for their own behaviour.
- ✦ Learn to develop a responsible, supportive and caring attitude towards other people.
- ✦ Learn to develop a respect for property and for their environment.
- ✦ Consider the impact that their behaviour has upon learning.
- ✦ Understand that a partnership between home and school exists in order to promote acceptable behaviour in school.

## **School Charter (Rules)**

Our 'School Charter', if applied consistently and fairly, will ensure that all pupils have a right to learn and all staff have a right to teach. Staff and visitors in school are positive role models for our children. Everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contributes to behaviour. It is therefore crucial that staff consider their own behaviour and what this is communicating at all times

At the beginning of each academic year pupils will develop a '**Class Charter**' under the direction of their class teacher. Each 'Class Charter' will use age appropriate language. Pupils will produce a display of 'The Class Charter' for their own classroom.

'Class Charters' will follow the basic principles of 'The School Charter':

- I will take RESPONSIBILITY for my learning and behaviour
- I will show RESPECT to myself, others and the environment
- I will always show KINDNESS

## **School/Parent/Carer Charter**

The school will:

- Keep parent/carers informed of any issues relating to their child both positive and negative
- Speak to parent/carers politely and with respect
- Listen to parent/carers concerns about their child and investigate them thoroughly
- Support parent/carers in their child's learning and behaviour

Parents/Carers will:

- Bring any concerns about their child to the class teacher
- Speak to staff politely and with respect
- Not approach and speak to children or parent/carers that they have an issue with
- Support staff in their child's learning and behaviour

## **Teaching and Learning**

Learning is the central focus of all we do. We strive to create the stimulating and engaging environment and the conditions that facilitate every aspect of learning. We aim to establish and maintain routines in the classroom and to train staff and pupils to observe these routines. This helps to maintain boundaries and support the pupils to self-manage their behaviours.

Guidelines for classroom practice

- We plan learning thoroughly to be stimulating, coherent and well-organised.
- Lessons begin with clear expectations of progress and success criteria for the lesson is agreed
- Each lesson ends with an opportunity for self-assessment of learning
- We make sure that the room is tidy and laid out thoughtfully and all the materials and equipment are ready for use.
- We establish positive expectations of behaviour.
- We model clear communication and positive interactions between each other and between adults and pupils.

We establish and insist on routines for:

- entering the classroom.
- seating arrangements.
- sharing a visual timetable for the day.
- distributing and using the equipment needed.
- transition between carpet spaces and classroom tables. □
- walking between areas of the school building.

## **Supporting Our Children**

- TAs are trained to provide emotional support
- Attendance and Safeguarding Officer provides 1:1 and small group emotional support
- Resilience support through the children trained as Wellbeing Leaders
- Wellbeing curriculum throughout school

## **Class Dojo**

At Ashbrook, we value positivity as a major tool in supporting children to manage their own behaviour. To support with this philosophy, we use the app '**Class Dojo**', where children's positive behaviour can be rewarded through 'Dojo Points' linked to our school values. Our Dojo points support children in managing their own behaviour, encourage positive behaviour, encourage children to follow our school rules and reward excellent effort in lessons. Each child's profile can be accessed by their parents/carers, and Class Dojo facilitates a working relationship between teacher and parent/carer, enabling open communication and an honest representation of a child's behaviour.

## **Rewards**

Our reward system acknowledges and celebrates academic and pastoral achievements, and positive behaviours. Positive recognition motivates pupils to observe our 'School Charter' and reach their full potential. Our focus is on:

- **Positive** achievements and behaviours.
- Raising self-esteem.
- Creating a **positive** learning environment.

The rewards we operate are:

**Reward Time (20 minutes)** - Pupils must achieve 80% positive class Dojo points across the week. Class teachers will decide on what **structured educational activity** will be set during the Reward Time eg PE, art etc. Pupils who have not made Reward Time will accompany the class with the teacher and complete an appropriate educational task.

**Star of the Day (from September 2023)** – Each class teacher will select **one pupil** each day who they feel they would like to highlight their positive achievements or positive behaviour. This pupil will be given the opportunity to wear the Star of the Day sash.

### **Living our School Values Assembly-Friday 2.45pm parent/carers invited.**

- A Values certificate will be awarded to **two** pupils per class. Values pupils will be introduced by the class teacher and the teacher will share their achievement with the assembly. Pupils will receive a quality Values Certificate.
- Attendance for each class will be celebrated at Values Assembly every week.

### **Head Teacher Award**

Pupils who have made any outstanding achievement can be sent to the Head Teacher to celebrate their success. Achievements can be in many forms eg a piece of outstanding work, improvement in behaviour, living our school values.

### **Restorative Justice (RJ)**

Staff will receive training on how to administer RJ.

We are aware that some pupils may need some extra support at a given time to follow our 'School Charter'. When providing this support, we must always remember we want **restitution not retribution and reconciliation not revenge**. We will create a supportive culture where all those affected by an incident are involved in finding a mutually acceptable way forward.

RJ allows opportunities for pupils to reflect on, take responsibility for and learn from their own behaviours. During reflection pupils will be encouraged to think about:

- What happened?
- How has your behaviour affected others?
- What could you have done differently?
- How can you make amends/move forward?

### **Sanctions**

For those pupils who **persistently** fail to follow 'The School Charter' and **seriously** disrupt their own learning and the learning of others, the following sanctions will apply.

1. **One** verbal reminder of appropriate behaviour expectations.
2. Pupil is given a warning on Class Dojo. (1 **CONSEQUENCE** DOJOs given)

3. Pupil receives time out = 5 minutes out in a nominated area within the classroom. (2 **CONSEQUENCE** DOJOs given)
4. Pupil is sent to paired class. (3 **CONSEQUENCE** DOJOs given)
5. If learning is still being disrupted then pupil will be expected to complete a grounding within school with DHT/HT

**Fresh Start-** It is vital that pupils are given the opportunities to have a 'fresh start'.

- • Consequences will be refreshed at the end of each morning/afternoon session.
- • Class Dojo will be refreshed at the beginning of each morning session.

### **Paired Class**

- **Pupils must be sent with appropriate work.**
- Appropriate paired classes will be established during September Admin Day □ Pupils should be escorted by another pupil.

### **Reporting of Incidents**

- Serious incidents, including incidents of single equality, are reported following the school's Single Equality Policy. Incidents are logged on to the digital system for individual pupils.
- Single Equality incidents are reported to the governing body and Transform Trust, if appropriate.

### **Individual Behaviour Logs**

It is crucial to keep an accurate and up to date log of behaviours that cause concern. This will allow us to:

- 'Paint a picture' of the pupils' behaviour and allow us to provide appropriate support through an Individual Behaviour Plan (IBP).
- Give parents/carers an accurate account of behaviour in order for them to provide support.
- Class Dojo will record behaviour over time.

### **Individual Behaviour Plans (IBP)**

Some pupils may require additional support at some time to work within our 'School Charter'. Risk assessments and individual handling policies will form part of a child's

IBP. In such cases an IBP will be drawn up by the SENDco/Headteacher in conjunction with the class teacher, parent/carer and pupil.

### **Off-site Seclusion (optional depending on the child)**

- After discussion with parents/carers and with their consent a pupil may spend up to three days at another school in seclusion.
- The pupil will be transported to and from school by a suitable member of staff who then supervises the pupil. Work must be provided by the class teacher.
- The pupil will return to school with a behaviour contract in place (discussed with parent/carer, pupil and key members of staff).

### **Suspension/Exclusion**

Only the Headteacher can suspend a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period suspension may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. The Headteacher will notify parents of this decision. Lunchtime exclusions are counted as half a school day.

A decision to permanently exclude a pupil will be taken only:

- a) In response to serious breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a child permanently is a serious one. There may be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another pupil or a member of staff;
- b) Sexual abuse or assault
- c) Supplying an illegal drug; or
- d) Carrying an offensive weapon

### **Guide to recording behaviour incidents (found on Behaviour Incident Form)**

1. *Name of instigator/s*
2. *Name of any victim/s*



3. *Year groups of the above-named pupils*
4. *Member of Staff reporting the incident*
5. *Type of negative behaviour*

*Abuse against sexual orientation or gender Abuse relating to disability Assault (pupil)  
Assault (staff) Fighting Disruptive behaviour Online incident Cyber bullying Bullying  
Racist abuse Sexual misconduct Theft Use/threat of use of offensive  
weapon/prohibited item Defiance Verbal abuse (pupil) Verbal abuse (staff)  
Drug/alcohol related*

6. *Name of any witness/es and/or staff involved*
7. *Any specific groups that instigators/victims belong to (i.e. disadvantaged, SEND, protected characteristics etc)*
8. *Factual details of the incident (including date, time and place) without opinion, judgement or emotion.*
9. *Actions taken to support the instigator - e.g. restorative actions, consequence*
10. *Actions taken to support the victim*
11. *Confirmation that contact with parents/carers has been made and how – e.g. phone, email*
12. *Any contact needed with SLT / SENDCo / Family Support Worker / ELSA*
13. *Any contact needed with external agencies*
14. *Any further actions to close the loop on the incident e.g. PSHE sessions, discussion and debate in assembly, support for the family/parents etc.*

*· Where a low level incident can be dealt with by the teacher, without the need for any escalation, the negative behaviour stops and it is generally the first time, this does not need logging on the behaviour system – this would not be classed as a significant behaviour incident.*

*· The school needs to determine through their policy the point at which the incidents are recorded onto the system. It is not possible to create a consistent threshold as*

#### *Guide to logging safeguarding concerns*

1. *Timely - log concerns in a timely manner (on the same day of the concern or immediately after the concern is raised). This ensures that the entry is accurate & that it can be read by the DSL team on the day.*

2. *Discuss the concern with the DSL/DDSL prior to logging, if the concern requires immediate action or advice is needed.*
  3. *First-hand – ensure that the concern is recorded by the person to whom the concern was highlighted. If the concern was raised with more than one staff member, do not assume that someone else will record the incident – agree who will record.*
  4. *Factual – record the facts.*
    - *keep it clear and comprehensive*
    - *use the child's own words and vocabulary – do not re-word*
    - *use adults' own words and vocabulary who were engaged in the incident - do not express an opinion or assume anything. Do not record your interpretation*
    - *record the time of the incident, location & who was involved (link other pupils involved).*
  5. *Emotive language – use neutral, unbiased language. Avoid phrases such as: a fight broke out, s/he exploded, they trashed the classroom ...*
  6. *Link staff – ensure that staff not on the default list, are tagged in as appropriate eg. class teacher*
  7. *Incident & action – record the incident as one entry & record any action separately.*
  8. *Action – What is the action? Who will carry it out? Is there a timeline/end date? What was the impact/resolution?*
  9. *Monitoring – if the action is to monitor the situation, record the what, by whom, how, timeline, close date, review and impact.*
- Remember that your recorded entries may be called upon as evidence by investigating bodies (Ofsted, Governors, FHP, NCC, Anti-bullying Team, Court of Law ...)*

## **Physical Intervention**

### **Objectives**

Here at Ashbrook Junior School we aim to provide a safe, caring and friendly environment for all our pupils to allow them learn effectively, improve their life chances and help them maximise their potential. We take the safety of our pupils and staff very seriously. We believe that all pupils and staff have the right to be and feel safe whilst at school or on a school-run activity. This policy should be read in conjunction with our behaviour and child protection (and the broader safeguarding agenda) policies.

## **Minimising the Need to Use Reasonable Force**

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We have a robust Wellbeing curriculum and Wellbeing Lead supporting children across school with emotional regulation. We will only use force as a last resort and strongly believe in deescalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment. Where a pupil is identified as displaying challenging behaviour which may require de-escalation an Individual Handling Plan will be developed in collaboration with the staff working with the pupil and the parents/guardians. **Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.**

## **Staff Authorised to Use Reasonable Force**

Under Section 93 of the Education and Inspection Act (2006) and subsequent guidance published by the DfE in January 2016 entitled 'Behaviour and Discipline in Schools – Guidance for Head Teachers and Staff' the head teacher of our school is empowered to authorise those members of her staff who are enabled to use reasonable force. Here at Ashbrook Junior School the head teacher has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or charge of pupils in a given lesson or circumstance have permanent authorisation.
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

## **Deciding Whether to Use Reasonable Force**

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the pupil him/herself)
- 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

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

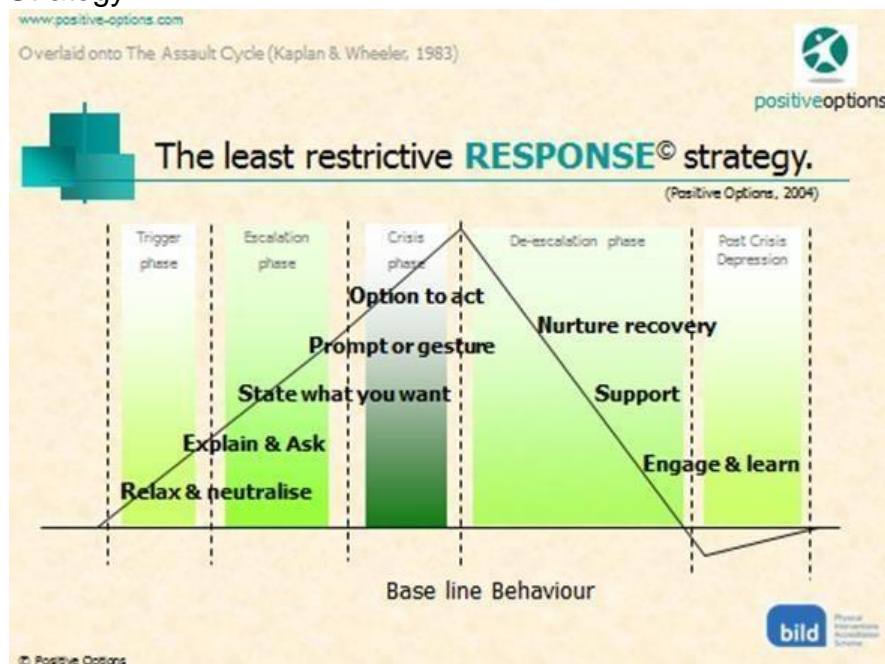
- whether the consequences of not intervening would have seriously endangered the wellbeing of a person
- whether the consequences of not intervening would have caused serious and significant damage to property
- whether the chance of achieving the desired outcome in a non-physical way was low;
- the age, size, gender, developmental maturity of the persons involved

Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific pupils who can present risks to themselves and others. This may include information about SEND, personal circumstance and temporary upset.

### **Using Reasonable Force**

When using force, members of staff should only use the minimum amount of force required in achieving the required outcome. Staff should also use force within the context of existing good practice in non-physical skills and techniques, such as in the RESPONSE<sup>®</sup> Strategy:



Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable

alternative. Also, staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

### **Staff training**

At Ashbrook Junior School we have ongoing training around understanding attachment and behaviour and de-escalation strategies. Individual children, with heightened behaviour challenges have strategies and resources from Senior Leaders and other agencies, e.g. Communication Interaction Team

### **Recording and Reporting Incidents**

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, significant incidents where a member of staff has used force on a pupil. The record must be made as soon as practicable after the incident using the Incident Reporting Form. These should be given to the Head Teacher who will store them securely and in line with the data protection act- on Scholarpack. Where a welfare or safeguarding concern arises, all staff will follow the procedures as outlined in the school Safeguarding policy.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should consider:

- an incident where unreasonable use of force is used on a pupil would always be a significant incident;
- any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed (though clearly not over reacting) would be significant.

In determining whether incidents are significant, schools should consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the pupil or member of staff.

Staff should also bear in mind the age of the child; any special education need or disability and other social factors which might be relevant.

Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents/carers know about them. Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice

of a senior colleague or a representative of their trade union when compiling a report. These will always be logged on Scholarpack. The Headteacher/DSL monitors and uploads all behaviour logs and quality assures these.

### **Post-incident support**

Following the use of physical intervention staff and pupils will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

### **Complaints and allegations**

Complaints and allegations will be taken seriously and we will investigate these thoroughly, speedily and appropriately investigated. All complaints will be dealt with in line with the Ashbrook Junior School's Complaints Policy. Any allegations against staff will be dealt with in line with the Transform Trust procedures.

**Lindsay Clark**  
**April 2023**