



Grove House School

Promoting Behaviour for Learning Policy Including the Use of Reasonable Force

Person Responsible:	Board of Governors
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This policy is used in conjunction with:

- Child Protection Policy
- Anti-Bullying Policy
- Exclusions Policy

Promoting Positive Behaviour at Grove House

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

Pupils say that they feel safe at school and that behaviour is mostly good

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

The Grove House Code of Conduct

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

Responsibility

We do and say the right thing

Community

We are kind to everyone

Respect

We are all important and look after each other and our school

Effort

We always try our best

Expectations

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

- Effective presence/supervision/time-keeping of all staff in room



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- Consistent application of rules
- Supportive yet firm approach/style
- Focussed attention
- High expectation
- Effective match of curriculum to the individual
- Effect use of positive attitudes and rewards
- Team responsibility
- Good organisation of space/resources/timetable
- Appropriate forms of communication – signs/symbols

Managing Behaviour

Grove House staff are trained on a yearly basis in supporting good behaviours for learning in our school. Training involves:

- The use of positive behaviour strategies
- De-escalation
- The use of reasonable force and handling

Handling Pupils and the Use of Reasonable Force

Statement

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

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

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- 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.



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

Grove House follows the Guidance set out in the document '*Use of Reasonable Force in Schools*', DfE, July 2013. www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Incident Management and Minimising the Need to use Force

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

1. Assess situation and degree of risk. Decide on course of action:
 - a. talk down procedure, or
 - b. passive handling with a second adult present
2. Prevent pupil from carrying out the actions as stated in Section 10 of the Education Act by employing handling techniques. (This means that the only force used is to safely control movement. Often this means each adult taking a safe hold on the wrist and upper arm and guiding to a seated position. In extreme cases this may involve safely manoeuvring a pupil to the floor.)
3. While the handling is being carried out, talk down procedure is employed to de-escalate the pupil's behaviour.
4. When the pupil is sufficiently calm, they will be released.
5. The incident will then be recorded on the electronic incident sheet and, in the event of employment of a handling technique, recorded in the bound book. Opportunities for talking through the incident will be available for all participants.
6. Action regarding discipline will then be decided upon.

Reasonable Force

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

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



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

Proportionate Response

‘Proportionate Responses’ forms part of our Manual Handling and Restraint Policy and is understood by staff. This ensures that any physical interventions are proportionate to the situation. This is monitored via incident reports by the Headteacher/Deputy Headteacher. Staff are aware of the process they need to follow when deciding to use force.

Authorisation to use Handling

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

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

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

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

Pupils and visitors to the school are not authorized to discharge handling procedures



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Seclusion

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

The Headteacher authorises the Leadership Team to carry out acts of restraint.

- Restraint – pupils in extreme cases, where they may injure themselves or others including staff may be held in brief restraint. This will be done only to prevent harm to the pupil, other pupils or staff and to move to a safe location.

Communicating with Pupils

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

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

Deciding to use force will result from making a judgment:

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

Staff Training

The school recognises accredited training is available but this does not preclude a member of staff using reasonable force where needed.

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

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

Planned use of Physical Interventions

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

Complaints and Allegations

Incidents will be recorded using the school incident sheets. If restraint has been used parents will be informed.



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

Monitoring and Review

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

The Headteacher and Leadership Team will monitor the use of physical interventions and the impact of the policies. This will be reported back to the Governing Body.

Further Information

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



Appendix A - Executive Summary

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

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

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

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

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

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

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident; by rough play, or by misuse of dangerous materials or object;

Behaviour/Risk Management Plan

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



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Pastoral Support

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

Home School Liaison

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

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

The Deputy Head works in close partnership with the Headteacher and takes the role as the Safeguarding lead.

Rewards

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



Sanctions

Throughout the school, setting high expectations for behaviour means that sanctions will be used in order to maintain the standards we set. Sanctions used in school may include:

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



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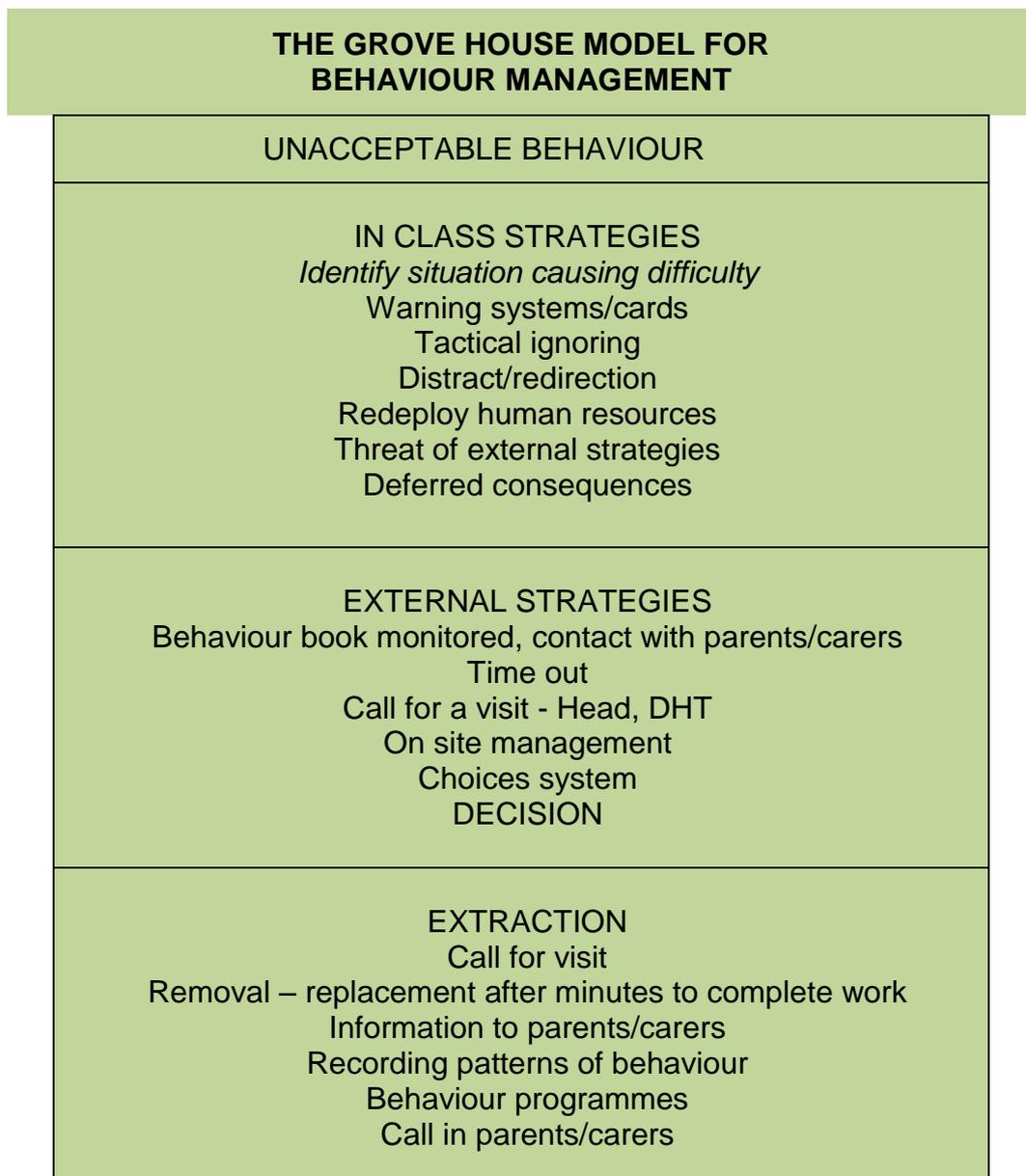
Should behaviours be deemed to be more serious than not following the Grove House Code then more formal sanctions will be used. These may include:

- Internal exclusion from class
- Fixed term exclusions
- Permanent exclusions

(see Grove House School's *Exclusions Policy*)

Procedures and Practice

Staff are aware of what constitutes unacceptable behaviour in our school and will use the following procedure to ensure a consistent and well managed approach. The procedure for managing behaviour is as follows:





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Incidents

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

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

Incidents sheets should be completed by the individual involved, the sheet is then passed to the Headteacher/Deputy. Any actions taken must also be recorded eg phone call home.

Parental Involvement

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

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

Pupil Involvement

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

- to the development of good behaviour via the school council
- their view regarding
 - anti-bullying
 - rewards



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Appendix B – School Code

Our School Code

Responsibility

At Grove House School....

- We do and say the right thing

Community

At Grove House School....

- We are kind to everyone

Respect

At Grove House School....

- We are all important and look after each other and our school

Effort

At Grove House School....

- We always try our best



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Appendix C - Behaviour Plan/Risk Assessment (Incorporating Positive Handling Plan)

Name	Class
Date of assessment	
Behaviour causing concern	
Who might be at risk:	
Conditions that may increase the probability of the behaviour occurring	
Early indicators that the pupil might be losing control	



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Primary preventative strategies

Secondary preventative strategies – put into practice once above is noticed.

Physical interventions that may be employed

Procedures to be followed after an incident

Signed:

Deputy Head

Print Name:

Date:



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Monitoring and Review notes