

# IVY LANE SCHOOL



## RELATIONAL POLICY POLICY (IVY/POL049)

Review date	Date agreed	Next review
May 2024	September 2024	September 2026

## Index

Our school aims	3
Ivy Lane School rules	4
What children can expect from staff	5
Ivy Lane Behaviour and the Thrive approach	6
Children who need extra support	7
Beyond the school gate	7
How our school responds to negative behaviour and how we record and report it	8
Stepped boundary system	9-10
Serious negative behaviour	11
What happens when children are dysregulated	11-12
Managing serious behaviour incidents at playtime and lunchtime	13
Restorative approach including key questions in restorative conversations	14-15
Consequences	15
Suspensions and exclusions	16
Anti-bullying	18
What we expect from parents and carers	19
Appendices: 1) Behaviour scripts 2) Positive handling and reasonable force 3) anti-bullying advice for parents 4) Working Together and Learning for Life document	20-25

## Our school aims

At Ivy Lane School we believe in '**Learning for Life**'. We aim to equip every child with *both* the skills to be successful beyond their primary years *and* a life-long appetite for learning.

The happiness and wellbeing of our children underpins everything we do. We understand that when children feel happy, safe, listened to and respected then they make progress with their learning. All school staff, parents and carers and children are expected to maintain the highest standards of positive behaviour, to accept responsibility for their conduct and encourage others to do the same. When we work together to do this, everyone can achieve excellence, love learning, create and innovate, engage with their world and feel they belong at our school.

We aim to:

- Teach positive behaviour ('Ivy Lane Behaviour'), self-regulation, self-discipline and personal development.
- Provide a safe, comfortable and caring environment for optimal learning to take place.
- Provide clear guidance for children, staff, parents and carers of expected behaviour.
- Use a visibly consistent, calm approach and speak a shared language across the school.
- Ensure all adults take responsibility for managing behaviour and follow up incidents personally.
- Use restorative approaches to follow up constructively on behaviour which falls short of expectations.
- Involve families, parents and carers in the development of positive behaviour

To achieve this, all members of the Ivy Lane community must understand our Ivy Lane values and show that they **value themselves, value others, value learning** and **value the environment**.

### **Ivy Lane School values create Ivy Lane School rules**

A clear structure of predictable outcomes will have the best impact on behaviour. This policy sets out the rules, relentless routines and visible consistencies that all children, families and staff must follow.

Each class will make a class charter at the start of the year, agreeing what these rules mean in their class. Below are examples of how our Ivy Lane values feed into the rules we will follow at school.

<b>Value Learning</b>	<b>Value Ourselves</b>	<b>Value Others</b>	<b>Value the environment</b>
Sitting tall, facing the speaker, listening and thinking.	Listening to advice	Being polite to everyone and using kind words	Move around school smartly and quietly
Following adult instructions	Putting in 100% effort	Using gentle hands and gentle feet at all times	Taking care of the school and its equipment
Putting in 100% effort	Telling the truth	Taking turns to speak and listen	Use equipment gently and as intended
Staying in the classroom/playground as directed by adults	Take responsibility for own behaviour and think about how to repair when things have gone wrong	Considering how other people feel	Report any damage noticed around the school
Use equipment as guided by an adult	Look after our own belongings	Playing cooperatively and sharing	
		Value each other's work and contributions	

These rules link to our Ivy Lane values and constitute what we mean by 'Ivy Lane Behaviour'.

## What children can expect of staff

Relationships are central and essential. Positive behaviour (Ivy Lane Behaviour) must be recognised sincerely and consistently. We will aim to praise publicly (where appropriate) and, as much as possible, remind in private.

### **Everyone, everywhere!**

**Every member of staff** at Ivy Lane is expected to deliberately and persistently notice children doing the right thing and praise them for it. This applies in the classroom, the lunch hall, the corridors, the assembly hall, the library, the playground and on trips out of school – **everywhere**.

<b>Visible consistencies, visible kindness</b>	<b>Excellence recognition</b>
<b>Greeting and welcoming</b> the children into a calm, ready school and classroom – we greet at the gate (SLT) and the entry point to class (class teachers)	Non-verbal, verbal or written praise
<b>First attention going to children doing the right thing</b>	Recognition on Golden Ivy Leaf
<b>Picking up</b> on children not showing Ivy Lane Behaviour and <b>following through</b> to support them to do better	Praise to parent/carer at pick-up
<b>Accompanying children</b> at transition points, expecting, praising and modelling <b>calm, smart movement around school*</b> and lining up at all times of day.	Phone call/message/postcard home
<b>Praise in public, remind in private</b> as far as possible	Show work to another adult
<b>Consistent language and behaviour scripts</b>	Star award
<b>Deliberate attention and interest to build relationships</b> – talking, listening and taking an interest in pupils	Visit to SLT/Headteacher for Headteacher award sticker

\*Calm, smart movement around school means walking, looking forwards, hands not in pockets, keeping a space between you and the person in front and not talking unless to thank someone for holding a door.

### **How do adults teach and promote Ivy Lane Behaviour?**

At Ivy Lane we ensure all children know and understand Ivy Lane Behaviour and how this can be shown. Classroom rules are developed and built around this language and referred to frequently.

At Ivy Lane adults strive to know the children extremely well and to relentlessly develop positive relationships and mutual respect with all the children and adults at school. This requires deliberate engagement with children to ensure they feel valued. It enables adults to follow up on negative behaviour with genuine care.

We tell parents and carers about progress and achievement linked to academic development, social development and behaviour development – we do this regularly and rigorously. This might be a quick chat at the classroom door, a phone call home or a written note. We aim to be fair, consistent and kind. Each day is a fresh start.

The use of praise and positive encouragement is the best way to promote Ivy Lane Behaviour - we get more of what we pay attention to. Praise should be specific.

### **Ivy Lane Behaviour and the Thrive approach**

Developing emotional literacy through our Thrive approach goes hand in hand with developing Ivy Lane Behaviour. Alongside our weekly PSHE lessons to support children to develop respect and empathy in order to function in society, we also use the Thrive approach. The Thrive approach draws on theory and research from the fields of Neuroscience, Attachment, Trauma, Adverse Childhood Experience, Intersubjectivity and Restorative Approaches. We use Thrive strategies to support wellbeing and happiness, to recognise and label emotions and to help children regulate feelings and regain calm throughout the day. This is achieved through mindfulness breaks, the use of the Regulation Station in each classroom and specific teaching about how our brains work and how we can regain control using appropriate techniques.

### **Children who need more support to show Ivy Lane Behaviour**

Our whole school approach to positive behaviour and wellbeing is designed to create a calm, caring culture which enables all children to succeed and feel that they belong. Ivy Lane is an inclusive school and our children have diverse needs. Different children find different aspects of school a challenge and some will need adaptations to what Ivy Lane Behaviour looks like. Examples of adjustments we make at Ivy Lane for children who struggle with our rules or whose SEND impact on their capacity to meet age-expected positive behaviour include training staff in understanding autism, developing trauma informed practice (through the Thrive approach), making seating plans, changing line orders, planning movement breaks, provision of alternative timetables or provision to reinforce positive behaviour and self-regulation. Our Pastoral Manager and Thrive practitioners support key children throughout the school with their wellbeing and emotional regulation.

We use a graduated approach to assess, plan, do then review the impact of the support being provided and work with families using our 'best endeavours' (Children and Families Act 2014) to:

- Meet the needs of those with SEND (Children and Families Act 2014)
- Take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by our behaviour expectations or practices (Equality Act 2010)
- Secure the provision set out in Education, Health and Care plans
- Enable all children to progress from their starting points academically, socially, emotionally and behaviourally.

### **Beyond the school gate**

The school is committed to ensuring our children act as positive ambassadors for themselves and for Ivy Lane and so the same behaviour expectations for children on the school premises apply to off site behaviour. Our policy covers any negative behaviour when children are taking part in a school-organised or school-related activity or travelling to or from school.

We therefore expect to see Ivy Lane Behaviour when journeying to and from school, on educational visits or during learning opportunities in other schools or the local community.

We hold school staff to the same high standards and outline this in the staff Code of Conduct.

### **How does Ivy Lane respond to negative behaviour?**

Adults in school have responsibility to regulate their own emotions, body language and tone of voice. Nothing is gained by being verbally aggressive or showing children a lack of control. Reactions to negative behaviour should be non-emotional and expressed discreetly where possible to protect the dignity of the child and the adult. In order to ensure a consistent approach in what could be a challenging situation, we use behaviour scripts – consistent prompts which focus on redirecting the behaviour and keeping words to a purposeful minimum (see appendix 1).

There must always be certainty that any member of staff will follow up on negative behaviour themselves with the full support from their class team and senior leaders.

### **Reporting and recording negative behaviour**

The language we use to describe negative behaviour must be to the point and factual, including actions taken and consequences where possible. This is consistent when verbally describing the behaviour to colleagues who need to know about an incident, to parents and carers and in our CPOMS (Child Protection Online Monitoring). We do not use emotionally loaded or judgemental words and we are specific not vague. We do not use words like 'attacked' but instead describe exactly the behaviour eg, 'XX pinched and hit with a closed fist on the left arm of YY'. We also do not seek to humiliate or shame children, families or school adults when describing behaviour. We are factual, fair and respectful at all times.

CPOMS is used to record any concerns relating to any child. This includes instances of negative behaviour. Whichever adult is present when an incident occurs and/or is the main adult managing the behaviour has the responsibility to record what happened on CPOMS as soon as possible. These logs allow us to see behaviour patterns and to provide appropriate, targeted additional support.



## **Stepped boundaries**

At Ivy Lane we use a system of stepped boundaries to ensure a consistent approach to negative behaviour. It is not the severity of the sanction, but the certainty that this follow up will take place that is important. Throughout the stepped boundaries, adults will remain calm and use behaviour scripts which redirect behaviour to be 'Ivy Lane behaviour'. The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour and not the child is essential. Adults will try to avoid describing the child's behaviour to another adult in front of the child.

The stepped boundary system is cumulative within a lesson/session but it is important that everyone also has a fresh start each lesson. It is always the expectation that a child will make the right choices and have a successful lesson/playtime. When this happens, it will be recognised and praised.

If a child is given time out or reaches the repair and restore stage (see table overleaf) this must be recoded on CPOMS and parents should be informed at the end of the school day. As far as possible this will be communicated to parents discreetly. The conversation must remain factual and include clear details of the incident and the time out or repair that took place consequently. If a child is repeatedly reaching the reminder step, even if behaviour is subsequently improved for a short time, teachers will discuss the pattern of behaviour with parents/carers in order to work together to support improvement.

## Stepped boundaries

Steps	Example
<p><b>1. Nudge</b> This is a gentle encouragement and may be non-verbal.</p>	<p>Standing next to a child, pausing mid-sentence, gently handing them a book or placing a hand on the table are all examples of a nudge to encourage Ivy Lane behaviour. It may also be a verbal nudge, "Let's see eyes on me ready to learn."</p>
<p><b>2. Reminder</b> This is a short, polite reminder of the rules.</p>	<p>"I notice that you're talking when I'm talking. This is a reminder that we listen when others are speaking. Please stop talking and listen, thank you."</p>
<p><b>3. Warning</b> This is a discreet 30 second intervention to make a positive choice.</p>	<p>"I notice that you have chosen to keep talking and not to focus. This is a warning. I need to see you focussed on your learning. If you choose to break the rules by talking you will need to take time out and then stay with me for 2 minutes at playtime." (See appendix 1)</p>
<p><b>4. Time out</b> This is time out, in the moment, followed by 2 minutes of missed play / free time with an adult.</p>	<p>The child will be told to take time out (in a different part of the classroom or a different classroom) to have time to stop and think and reflect on how they can improve their behaviour. This will always be followed by 2 minutes with the adult after the lesson/at playtime to have a mini restorative conversation and to provide time to finish work/tidy up etc as a natural consequence.</p> <p>"I notice you chose to ... You are breaking our rule of ... You need to have some time out in ... I will come and collect you in a few minutes After the lesson you will need to stay with me for 2 minutes to talk about what has happened."</p>
<p><b>5. Repair and restore</b> This is a short restorative conversation during playtime followed by a consequence given to repair the situation.</p>	<p>If a child continues with negative behaviour following a time out, a short restorative conversation of about 5 minutes with a consequence of about 10 minutes will be given to repair the situation during playtime.</p> <p>A 'repair task' or consequence should be agreed with the child at the end of the restorative conversation, such as tidying the classroom, making an apology or withdrawal from a specific activity for 10 minutes. The consequence should be as logical as possible and be understood by the child. Parents/carers will be informed of the consequence. If a child refuses to engage with the repair task / consequence then SLT should be involved.</p>

### **How does the school respond to serious negative behaviour?**

There are some behaviours that bypass stepped boundaries because of their severity. This behaviour will be managed with no warnings and SLT should be informed straight away. This behaviour includes:

- Bullying/racism/sexism/homophobia or discriminatory language against other protected characteristics\*
- Swearing or obscene language
- Vandalism (of school property or property of other children)
- Stealing
- Throwing objects with the intention of hurting others or damaging property
- Serious challenge to authority of any member of staff/arguing with a member of staff/verbal abuse to staff
- Refusing to follow instructions when the stepped boundary system has been followed (Eg refusing to take time out or engage with a repair task)

\*Protected characteristics are: age, disability, gender reassignment, marriage/civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The SENCo may evaluate a pupil who exhibits negative behaviour to determine whether they have underlying needs that are not currently being met.

### **What happens if a child is dysregulated?**

Dysregulation is a state of high emotion such as anger or sadness. This may cause behaviours such as shouting, running away, or violence (to self or others) or conversely 'shutting down' and refusing to move or speak.

We always try to be pre-emptive of children reaching this point and we look for triggers and signs that a child may not be managing at a moment in time. De-escalation plans record individual children's triggers and signs as well as what helps to regulate them.

If a child is dysregulated, **our first priority will always be to keep all children and adults safe**. Trained school staff may need to positively handle a child in order to move them to safe, calm space in order for them to calm down. Prior to this, distraction techniques or humour (as appropriate) and a 'change of face' across the year group team initially or by calling for SLT / pastoral support should be applied. (See appendix 2 for information on positive handling and reasonable force).

We know that a dysregulated adult cannot regulate a dysregulated child. All staff will remain calm and professional and do their best to stay with the child, following through the process of calming and then ultimately using a restorative approach. However, this is not always possible due to teaching commitments and sometimes the adult with the dysregulated child is not the best person to remain with them, if the child is particularly angry with that adult for example. Senior leaders will support members of staff to manage challenging behaviour.

We know that the average time for a child to self-regulate or co-regulate is 40 minutes, with some children taking much longer. It is only when a child is regulated that a restorative conversations and consequences can be established.

In most cases, managing negative behaviour does not require physical contact. In a small minority of cases it will be safest for everyone concerned to use positive handling techniques, involving trained members of staff to do so.

### **Restorative conversations to repair serious negative behaviour**

Restorative conversations can be conducted by any member of staff who was there at the time of the incident. However SLT must always be informed of what has happened and can support with restorative conversations and consequence setting.

Although there will always be an opportunity for the child to explain their behaviour if they are able to do so, the main points of a restorative conversation will be outlining the facts of the behaviour, how it breaks our rules and the consequences. Consequences should be proportionate and logical for the situation. Examples of consequences for serious behaviour breaches may be:

- Not being in the playground at the same time as other children for \_\_ days to re-establish trust that they are able to show Ivy Lane behaviour again.
- Working outside of the classroom/in another supervised room for a set time to re-establish trust that they are able to show Ivy Lane behaviour again
- Being withdrawn from \_\_\_\_\_ within school to re-establish trust that they can show Ivy Lane behaviour again.
- Being suspended from school for a fixed time to re-establish trust that they can show Ivy Lane behaviour again.

Adults will always be clear, calm and polite and emphasise that it is the behaviour that is unacceptable and we want to help the child to follow Ivy Lane behaviour again so that we can include them in our school. During the conversation, if the adult notices the child becoming dysregulated again, they may end the conversation but must follow up later, perhaps with adults/carers

present. Children may be unhappy with the consequence or argue with the adult, but the adults will reassure the child that we want to help them progress with their behaviour. It is essential that we communicate that we want to work together with the child and their parents and carers, so we will then explain what has happened to parents and carers in the same, polite, calm manner, if they haven't already sat in with the child during this conversation.

### **What about the others who are affected by the behaviour?**

Once the children involved in the incident are safe and calm, children and adults who have been negatively impacted by the behaviour will be reassured and listened to and cared for as a priority. It is of the utmost importance that they feel safe and happy at school. They should be informed that this behaviour is not acceptable at our school and that there will be fair consequences for the child who impacted them. Their parents/carers will always be told what happened towards the end of the day or at the end of the day, in person or by phone.

### **Managing serious incidents on the playground**

Children can become dysregulated at playtimes when the social skills and self-regulation needed to play team games for example are too difficult. Just as in lessons, all adults are expected to pre-empt dysregulation and carry out stepped boundaries (nudge, reminder, warning, time-out, repair and restore). If there is behaviour which is more serious and bypasses stepped boundaries at playtime or lunch time, the following script is used:

- STOP
- I CAN HELP YOU
- LET'S GO (to a calmer space/inside)

Adults will adopt open body language, stand at a respectful distance from the child and remain calm. In some instances, trained adults may be required to use positive handling techniques to keep children safe. The child can then be guided to a place where they will be able to calm down. If a child refuses these instructions, other members of staff should be called on to assist. The aim and priority will be to keep the child and others safe and to de-escalate the behaviour positively. Time should then be given to calm down and regulate before expecting the child to have a restorative conversation to explain what happened. Adults will not jump to conclusions about what was happening and will follow the restorative approach in this policy.

## **The Restorative Approach**

Ivy Lane has a restorative approach to behaviour management. Restorative practice at Ivy Lane means having extremely high expectations of behaviour, always picking up on behaviour that does not meet these expectations and teaching how behaviour can be changed and relationships restored. When a child does not exhibit Ivy Lane behaviour, this will always be followed up on and consequences will always follow, even if these do not occur in public.

### **What are the principles of the restorative approach?**

- Importance of developing and maintaining positive relationships
- Taking responsibility for our own actions and their impact on others
- Respect for the views and feelings of others
- Fairness
- Repairing and resolving situations when something goes wrong
- Learning how choices could be more positive in the future

The skills being nurtured in this approach are emotional expression and literacy, self-reflection, problem solving, listening, empathy and self-control.

Restorative conversations are never held when the child is emotionally dysregulated. We aim to pre-empt and help regulate children before they reach crisis point, however if a child becomes dysregulated we give them the time and space they need to calm down, secure in the knowledge that we will always have a restorative conversation to follow up from this. This may mean that a child seems to be calmly playing or colouring in having just had an incident of negative behaviour. This is part of the self-regulation process; restorative conversations and consequences will follow when the child is calm.

## **Key questions in restorative conversations**

Between two and five questions are usually enough to have a restorative conversation. Adults will choose from these questions to best fit the situation. For younger children, key questions are suggested in bold.

- 1. What happened?**
- 2. What were you thinking at the time (and how were you feeling)?**
3. What have you thought since?
4. How did this make people feel?
- 5. Who has been affected?**
6. How have they been affected?
- 7. What should you do to put things right?**
8. How can we do things differently in the future?

## **Consequences**

Most children will never need more than a reminder or a warning, but for some further consequences must be employed.

Consequences that are unfair, inconsistent or really unpleasant tend to be counterproductive and are not in keeping with our policy. They should always aim to repair the damage caused and should never merely be time wasting. (Eg, letters of apology rather than writing lines, pay-back time to catch up on missed learning rather than 'missed playtime'). The severity of the consequence is less important than the certainty that it will follow.

## **Suspensions and Exclusions**

Suspensions and exclusions are very serious and we hope to avoid them by home and school working together in all the ways outlined in this policy. On rare occasions, the headteacher may decide that a formal process should be activated to withdraw a child from:

- Imminent and specific school activities or trips (internal suspension)
- The school temporarily (a suspension)
- The school permanently (an exclusion)

The decision to suspend or exclude a child is at the discretion of the headteacher or the acting headteacher in their absence.

We aim to include children in every school activity and to make reasonable adjustments to be able to do so. However, on rare occasions the headteacher may judge a child's pattern of behaviour to be unsafe during specific school activities, or for parts of the school day, such as lunch times. Whilst we will continue to support and expect behaviour improvement in collaboration with parents and carers, the headteacher reserves the right to decide on an internal suspension to withdraw a child from a school activity or trip if they feel the risk to the child or others is too great at that time. We may also decide to withdraw a child from a school activity following one very severe incident of poor behaviour, aiming for such decisions to be proportionate and logical. We will explain the reasons for the internal suspension to parents and carers and the child.

The purposes of a suspension are:

- to signal to all involved an ultimate boundary/limit to behaviour that can be accepted
- to signal to all involved the severity of the incident
- to signal that the child's current behaviour puts them at risk of exclusion
- to give everyone involved time to think, reflect and gain perspective on what happened
- to give the school time to improve their plan to support the child
- to act as a reset so that we can work together to improve behaviour afterwards.

Suspensions will usually only take place when there is frequent serious negative behaviour which is not improving as a result of the strategies set out in this policy, and /or where the learning, wellbeing and/or safety of others is seriously hindered. Very occasionally, a behaviour incident may be serious enough to warrant an immediate suspension or exclusion. Some examples of this are:

- Physical assault against another child or adult



- Verbal abuse or threatening behaviour against another child or adult
- Use, or threat of use of an offensive weapon
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender
- Abuse relating to disability
- An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

At the time of a suspension, the children and parents and carers will be informed verbally and in writing. The reasons for the suspension will be explained, provision for the child's education will be arranged starting the next school day and the parents, carers and child will be invited to a reintegration meeting, where criteria will be set down between the headteacher, parent/carer and children in order that they can return to school successfully.

Permanent exclusions are a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of the decision-making process, balanced with the duty of care to the other children and members of staff.

Any type of exclusion is made known to our Governors. Parents have the right to appeal against an exclusion and the Governing Body has a duty to consider parents' representations about a suspension or permanent exclusion. The requirements on a governing board to consider the reinstatement of a suspended or permanently excluded pupil depend on a number of factors, laid out in DfE statutory guidance on suspensions and exclusions.

## **Anti-bullying**

**We do not tolerate bullying or prejudice of any kind at Ivy Lane School. Bullying will be treated very seriously and may result in exclusion.**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It might be repeatedly hurting someone or calling them names, or leaving a child out and deliberately isolating them repeatedly. It may be prejudiced based, for example racist or homophobic, which is not tolerated at Ivy Lane.

A useful acronym for children is:

**STOP!** Bullying is when something is **S**everal **T**imes **O**n **P**urpose

Preventing and tackling bullying is part of our work to support pupils' social and emotional development. Our monitoring indicates that incidents of bullying are rare at Ivy Lane. However, an anti-bullying message and explicit teaching of what bullying is and how to prevent it are essential. Children are taught the difference between friendship issues, unkind behaviour and bullying. They are taught how to speak up if they see bullying and how to challenge bullying behaviour.

We understand the devastating and lasting effect being bullied can have on children and we will deal with all incidents equally seriously, quickly and effectively. We are vigilant of bullying at all times of the school day, but we also need to work with children and families if bullying is going unnoticed. It is very important that parents listen to their child and contact the school to resolve and prevent any issues as soon as possible. Parents and carers should not speak directly to other parents or children about bullying. Further advice for parents can be found in appendix 3

## **Cyber-bullying**

This is bullying through the use of communication technology like mobile phones, text messaging, emails, online game platforms or websites. This can take many forms, for example:

- Sending threatening or abusive text messages or emails personally or anonymously.
- Making insulting comments about someone on a website, social networking site, game message or blog.
- Making or sharing derogatory or embarrassing photos or videos of someone via mobile phone or email.

Like other types of bullying, it is essential that parents and carers work closely with us, alerting us to any instances of cyber-bullying. We can work together to find out what happened, deal with the incident thoroughly and prevent it from happening again.

The ways in which the school prevents and deals with cyber-bullying are outlined in our Online Safety Policy.

### **What do we expect from families, parents and carers?**

Please read our document entitled '**Working together and Learning for Life**'. This is included in all new starter packs and emailed to all parents/carers at the beginning of each new school year. A copy of this document can also be found on our school website. See link in appendix 4

## **Appendix 1 – Examples of behaviour scripts adults will use in 30 second interventions (warning step)**

You need to... (speak to me at the side of the room)

I need to see you... (follow the agreed routine)

I expect... (to see your table immaculately tidy in the next two minutes)

I know you will...

Thank you for... (letting go of her hair, let's walk and talk)

I've heard what you said, now you must...

We will... (begin this piece of work again to show what you can really do)

What are the poor choices you could correct right now?

Do you remember when you... (did something brilliantly) that's the you I need to see now.

## Appendix 2 – Positive handling and Reasonable Force

There are circumstances when it is appropriate for any member of school staff to use reasonable force to safeguard children. (DfE Use of Reasonable Force July 2013)

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control the movement of or to restrain children.

- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive or physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of the classroom.
- Restraint means to hold back physically or to bring a child under control. It is only used in extreme circumstances, for a short time and very rarely in our school.
- School staff should always try to avoid acting in a way that might cause injury, but in very extreme cases it may not always be possible to avoid injuring children.

The use of reasonable force is an absolute last resort. All the strategies set out in this policy are used to prevent a situation where reasonable force or positive handling is needed. However, the safety of the child, other children and adults are the top priorities.

All members of school staff have a legal power to use reasonable force in extreme circumstances.

Several members of Ivy Lane staff have current Team Teach training to safely use positive handling. Members of staff with this training have developed expertise to de-escalate situations, pre-empt negative behaviour incidents and guide and escort children away from situations that are becoming unsafe or breaching the school's rules, using positive handling. Positive handling means making physical contact with the child in order to safeguard them. Positive handling is rarely used, is as gentle as possible and follows the rules of using no more force than is necessary in the circumstances and only for the time that is required to move the child to a place of safety.

In the unlikely event of a serious breach of behaviour, the school can use reasonable force:

- When behaviour severely disrupts the learning of others and the child has refused to leave the classroom
- To prevent children from attacking a member of staff or another child or to stop a playground fight
- When a child is at risk of seriously harming themselves or seriously damaging the school building/resources through physical outbursts.

The school will record all episodes of restraint or positive handling in full and parent/carers will always be informed.

The school cannot and never will use force as a punishment – it is always unlawful to use force as a punishment.

### Appendix 3 – Anti-bullying advice for parents

If your child is being bullied:

- Take time to listen to your child and stay calm and acknowledge how they are feeling.
- Explain that bullying is unacceptable and that no one should have to put up with it. Promise to do all you can to stop it.
- Write down what your child has said. If it involves cyber-bullying, keep any evidence of messages or social media posts.
- If appropriate, ask them if they think it is bullying or unkindness (the latter will also be managed at school). Is it several times on purpose?
- Encourage your child to talk to their teacher or someone at school they feel comfortable with. If they are reluctant, reassure them that this is something that grown-ups at school need to know about because it is their job to keep children safe and happy.
- Never intervene with other children or parents, but let the school know about your concerns. The school will take any incident of bullying seriously and will deal with it quickly to find out what happened and to prevent it happening again.
- Staff will discuss with parents and carers what action will be taken.

If your child is bullying someone else

It can be a shock to parents/carers that their child could be bullying another child in school. There are many reasons why some children and young people bully others. Sometimes it is because they are copying someone at school or elsewhere, being encouraged to bully or that they have been a target of bullying themselves. Children who bully others may also suffer from long lasting consequences and may continue with bullying behaviour into their adult lives. It is important that children receive help and the issues are dealt with straight away. You should:

- Talk with your child and explain why bullying is wrong
- Make an appointment to speak to the class teacher / pastoral manager to talk about how the bullying can be dealt with.

**Appendix 4 – Working together and Learning for Life document**



Working Together  
Learning for Life.pdf