

Forest Fields Primary and Nursery School



Positive Behaviours Policy

(including de-escalation and positive handling)

November 2022

Approved at the meeting of the Governing Body held on: 6th December 2022

Signed: Anita Kumari

Position: Chair of Governors

Named Contacts: David Edwards (Behaviour Lead)/Joanna Lawson (SEND Lead)

Date to be reviewed: December 2023

Objectives of this Policy:

- ✓ To present to parents and professionals, the schools person centred response(s) to behaviour(s) and the theories / approaches that are adopted;
- ✓ To enable pupils to become self-governing, understand strategies to self-regulate and enable them to engage in learning;
- ✓ To equip staff with specific knowledge and understanding of how the school's practices and procedures are to be implemented;
- ✓ To safeguard pupils and staff in maintaining a good order of behaviour in the context of a complex Social, Emotional and Mental Health (SEMH), Autism and associated difficulties.
- ✓ To ensure that the school's approach is both consistently and effectively implemented;
- ✓ To sustain an ethical and professional approach throughout the implementation of the schools Positive Behaviour Management that staff are required to adhere to, unless otherwise justified.

The school responds to behaviour through underpinning principles from a range of behavioural and development theorist's values and beliefs. These include principles and theories relating to 'The Zones of Regulation' (Appendix 1) and Routes to Inclusion (Appendix 2)

Supporting our children:

All educational staff are provided with an induction programme and ongoing training relevant to our school's methods of working; aiding them in responding to the complex behaviour(s) that pupils may display within the provision whilst educating pupils in life-long strategies and life skills.

One of the specific aims of this policy is to assist staff across the school in consistently and positively supporting behaviour with the aim of reducing incidents of restrictive practices. The schools achieve this behavioural theory and approach through the use of the schools own bespoke Positive Behaviour Management system which has been devised to promote and maintain positive behaviour, emotional awareness and self-governance to pupil's daily conduct.

Where the need for a positive change is identified, the pupils explore a range of personalised strategies which empowers each pupil to recognise their emotions and provide an opportunity to modify their behaviour to make a 'good choice' and 'turn behaviour around'. Pupils develop an understanding and improved resilience through Positive Behaviour Management.

The reflection and reparation process follow incidents of undesired behaviours. By adopting this approach, both staff and pupils can respond effectively to emotional responses that present as a barrier to learning and social interaction, and support the pupil to acquire the basic skills of self-governance.

Our practice is based on the following principles:

- ✓ Pupils come to school to learn and achieve through positive personalised learning experiences;
- ✓ When pupils are provided with opportunities to self-regulate their self-esteem, confidence and self-worth grow;
- ✓ The school encourages pupils to want to take responsibility for their own actions and give them the skills to modify their own behaviour;
- ✓ Pupils' will develop an understanding of their own and others emotions to be able to effectively use their strategies to enable them to access learning and play safely.

Empowerment, reflection and individualised approach is a key feature of the Positive Behaviour Management System. Behaviour is a form of communication. Identifying functions of behaviour is vital in understanding and responding to the pupils communicative and emotional needs sensitively and effectively.

Through staff modelling, an ethos of cultivating positive behaviour is in place to acknowledge that much more is gained through positive behaviour than behaviours of concern.

The achievements they receive are continually celebrated through the following, but not limited to:

Day to day social praise interaction;

Daily rewards - Reward charts, Green/Amber/Red (GAR in every classroom), positive marking;

Class Rewards;

Celebration assemblies (every Friday)

Minimising the use of Positive Handling:

As a school we are firmly committed to creating a calm and safe environment which minimizes the risk of incidents arising that might require the use of reasonable force through the use of a positive handling intervention.

We will only use a positive handling intervention as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and utilise various appropriate techniques in the management of a class environment. Trained staff will only use positive handling through handling intervention when the risks involved in doing so are outweighed by the risks involved by not.

Alternative Strategies

There are some situations in which the need for positive handling intervention is immediate and where there are no equally effective alternatives (e.g. is a pupil about to run across a road).

However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- ✓ Use of repetition in which an instruction is repeated until the pupil makes the right choice
- ✓ Use of a distraction to interrupt the behaviour
- ✓ Withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- ✓ Other techniques designed to defuse the situation such as the avoidance of confrontation
- ✓ The employment of other sanctions consistent with the school's behaviour policy

Risk Assessment (Stress Regulation Plan)

If we become aware that a pupil is likely to behave in a disruptive way, that will lead to harm to themselves or others, a positive handling intervention may be required. We will plan how to respond if the situation arises through an individual risk assessment and staff guidance for positive handling.

Such planning will address:

- ✓ Management of the pupil (e.g. reactive strategies to de-escalate a conflict)
- ✓ Involvement of parents to ensure that they are clear about the specific action the school might need to take
- ✓ Briefing of staff to ensure they know exactly what action they should be taking
- ✓ Identification of additional support that can be summoned if appropriate

- ✓ Post incident procedure

Staff authorised to use Positive Handling Intervention

Under Section 93 of the Education and Inspection Act (2006) the head teacher of our school is empowered to authorise those members of her staff who are enabled to use a positive handling intervention.

Here at Forest Fields Primary and Nursery School, the Headteacher has empowered the following members of staff who have been trained to use reasonable force through positive handling intervention:

Named staff who have had specific positive handling training are Miss Kidd, Mrs. Wood, Mr. Saunders and Mrs. Speers.

Complaints and allegations

We will make it clear to pupils that they have a right, and are able, to question/complain about the use of positive handling. We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns.

Complaints and allegations will be taken seriously and complainants should use the school's complaints policy and procedure which is available from the school office or on the school website.

Monitoring and review

This policy will be monitored by the school and governors and will be reviewed on an annual basis or as required. The Headteacher is responsible for the implementation of this policy along with the Safeguarding Link Governors.

Links to additional policies:

Behaviour

Safeguarding and Child Protection

Special Educational Needs

Complaints Procedure

Staff guidance (Positive Handling)

Appendix 1:

What are Zones of Regulation?

Supplementary Reproducible E for Elementary Ages



The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone Overjoyed/Elated Panicked Angry Terrified

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Managing our feelings and emotions, or self-regulation, is an important skill in life to deal with the specific situations we encounter on a daily basis. Self-regulation is defined as the best state of alertness of both the body and emotions for the specific situation.

For example, when a child plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, the same state would not be appropriate in the classroom.

The Four Zones

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

In addition to addressing self-regulation, students gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem-solving skills.

Appendix 2:

What are Routes to Inclusion?

Routes to Inclusion (R2i) has been developed by members of the Educational Psychology Service (EPS), Behaviour Support Service (BST) and Nottingham City Primary SENCOs.

It provides a supporting framework for the identification, assessment and intervention of children presenting with social, emotional and mental health (SEMH) needs. It aims to promote inclusion, build capacity and help to identify the children who most need targeted support.

Routes to Inclusion also draws on the support of other agencies in the Local Authority and voluntary sector, in mapping services and provision, so that schools have a clear understanding of the support available and how this can be assessed in a timely and appropriate way.

The graduated response is aligned to other processes in the Local Authority such as High-Level Needs (HLN) requests and Education, Health and Care Plan (EHCP) requests.

The R2i toolkit is available for free to all Nottingham City schools, and the initial rollout is with primary schools only. Please contact your child's school for more information.