

## RAMBERT SCHOOL

### BEHAVIOUR MANAGEMENT & ACCEPTABLE RESTRAINT POLICY

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The policy takes full account of legal entitlements as laid down in DCFS document Circular 10/98 (Section 550A of the Education Act 1996) as well as the DCFS 'Guidance on the Use of Restrictive Physical Interventions for Staff'.

#### **Introduction:**

We are committed to ensuring that Rambert School is both a happy and positive place for all students and staff.

The aim of this policy is to

- give staff guidelines which will safeguard them against allegations of improper behaviour
- ensure that every member of the school community is aware of and understands
  1. expectations with regard to behaviour
  2. the full range of permitted sanctions in the event of behaviour problems
  3. which types of sanctions are prohibited

The policy takes full account of the legal entitlement as laid down in DCFS *Guidance on the use of Restrictive Physical Intervention for staff*.

#### **Philosophy**

To help create a happy school environment that fosters good relationships and encourages effective learning we should treat each other with consideration, courtesy and respect. We believe that all students and staff at Rambert School should be valued equally.

#### **Positive reinforcement of acceptable behaviour.**

While taking account of individual capabilities, we should encourage those at Rambert School to take as much responsibility as possible for their own behaviour as well as helping them to understand the consequences of their actions.

The quality of relationships between staff and students is the major determinant of good behaviour and a positive ethos. Good order is established by boundaries of behaviour being clearly defined and understood by staff and students alike.

Encouragement is vital to success and achievement in students' lives. The school aims to promote and encourage good behaviour, effort and development of a healthy lifestyle, and to marginalise bad or inappropriate behaviour.

Good behaviour is learned through positive reinforcement and therefore it is essential that good behaviour is praised and seen to be rewarded. This is done in a variety of ways including:

- Praise in written or verbal form and specific to the particular behaviour
- Friendly gestures of acknowledgement - hand-shake, encouraging smile or a round of applause
- Public acknowledgement (e.g. special mentions at performances)
- Promotion of strong links between home and school.

## **Practice**

We should:

- Listen to other people's opinions
- Show respect for each other as individuals
- Be friends to those who look lonely or sad
- Respect other people's property
- Learn to live with those people whom we do not find it easy to tolerate
- Enjoy the success of others
- Be considerate of others
- Learn to do the right thing
- Stand up for anyone who is being treated badly.

## **We must not BULLY and by that we mean**

- Make hurtful comments, call people names, use abusive language, hit, pinch, bite or threaten others in any way.
- Influence people to do something which they feel is wrong.

The following list sets out the individual rights of students at Rambert School.

As a student at Rambert School I have the right:

- To be valued as an individual
- To be treated with dignity and respect
- To be in a safe, caring environment In which I can develop as an individual
- To learn how to care for myself and others
- To know my feelings and my views and those of my family are important
- To education, with access to a curriculum appropriate to my needs
- To be supported in my contact with home and community
- To have equality of opportunity
- To receive medical attention in the event of illness or accident
- To play and to have recreation and other social activities
- To have the right of appeal if I don't feel that I'm being treated fairly
- To have access to a telephone

### **Discipline Procedures**

Staff should be fully aware that students are expected to conform to standards which maintain respect for others and their property.

**Any form of bullying will be treated very seriously.**

The needs of the victim have priority. Adequate support will be given so that they can overcome any trauma.

Parents of all students under the age of 18 will be informed in each case of bullying.

**It has to be acknowledged that from time to time breaches of discipline occur and in those situations the following sanctions and forms of control are permitted.**

1. Mild or more severe oral reprimands, followed by further sanctions as set out in the guidance regarding issuing of consequences.
2. Sanctions should be appropriate, just and employed in a graded manner.

It is vital that boundaries on behaviour have been set and have been understood by the student. Staff must know the student well because all sanctions must be

1. Relevant to that student
2. Understood by that student
3. For that student only.

NB It is not acceptable for sanctions to be applied by the use of blanket punishment for certain individual "wrongs".

**Permitted sanctions are detailed in the Students' Non-Academic Discipline Policy / as below:**

- Interview: Being sent to a Year Tutor to explain their behaviour.

- Formal Warning: In the light of the interview, or in the event of the student failing to attend, the Principal may issue a warning to the student in writing. The letter will articulate the grounds for the warning, and the further action, which may or will follow if this warning is not heeded.
- If the Student fails to improve their conduct / attendance immediately, as stated in the Formal Warning letter, Rambert School reserves the right to request they withdraw from the course of study on which they are enrolled at Rambert School.

### **Prohibited Sanctions**

At Rambert School it is fundamental that, in line with our beliefs and those of the Children Act, the following sanctions are prohibited:

- Corporal Punishment: this means the intentional application of force as a punishment such as slapping, punching, pushing, prodding, throwing missiles and any rough handling
- Verbal Abuse: the use of inappropriate language when talking to a Student.
- Deprivation of food or drink.
- The use or withholding of medication, medical or dental treatment
- The intentional deprivation of sleep
- The restriction or refusal of visits/communications from parents/guardians, close family friends.
- The use of locked rooms as a punishment
- Imposition of Fines

## Physical contact with students *by staff* during Dance Classes

In taking classes it is sometimes necessary for staff to touch a student, for example to correct a position or guide a movement. Whilst students should expect an appropriate 'hands-on' approach as part of their dance training, there are some basic guidelines about touching children, which teachers should aim to follow. The following guidance is given to all staff:

- Think about whether the correction you are making or the point you are trying to explain could be made clear in another way, e.g. by you or another student demonstrating. If it can, it is always preferable to use the alternative approach instead of physical contact.
- Children and young people must always be treated with respect and dignity. If it is necessary to touch a child therefore, it is important that there is an understanding and agreement to this taking place. With children and young people attending a ballet class or rehearsal for example, an explanation of the teaching approach should be given to parents/carers and children, perhaps at the start of an individual rehearsal period or at the beginning of each academic year.
- A touch can be misconstrued, so it is important that the child understands the intention behind your action. You should make sure that you touch in a firm, unambiguous manner – it is important that you are neither too rough nor too delicate, both of which can be misunderstood.
- It is the student's responsibility to indicate to their tutor or any staff member at Rambert School if they are not comfortable with such physical contact; however, be sensitive to a young person's feelings – if a child or young person says they do not want you to touch them, or if you sense that this is the case, respect the young person's feelings and find different approaches to teaching them. There could be many reasons for such a reaction – a child may have been bullied or abused for example, and young people going through the hormone changes of adolescence can be very embarrassed by touching.

## Physical contact with students at other times

Physical contact with students must be kept to a minimum. There are occasions when it will be necessary to have physical contact with a student for example during dance or instrumental tuition or when administering First Aid. In such cases, you should tell the student what you are going to do before making contact.

However, there may be an occasion when it is necessary to restrain a student in the following instances:

- Where action is necessary in self-defence or because there is an imminent risk of injury, e.g.
  - > if a student attacks another student or a member of staff
  - > students are fighting
  - > deliberate vandalism
  - > misuse of dangerous objects.
- Where there is a developing risk of injury, or significant damage to student or property, e.g. a student is running in a corridor in a way which might cause an accident.

- Where a student is behaving in a way that is compromising good order and discipline, e.g. a student persistently disobeys an order to leave a classroom.

In such instances, reasonable force may be used to restrain a student. (NB There is no legal definition of “reasonable force”; this will always depend on all circumstances of the case.)

**The following guidelines are taken from DCFS Circular 10/98:**

The degree of force must always be in proportion to the particular incident which warrants it. Never use restraint as a substitute for good behaviour management.

Before intervening, you should tell the student to stop, and what will happen if he or she does not stop. Stay calm; keep communicating with the student throughout the incident; make it clear that physical contact may be necessary. A calm and measured approach is necessary; never give the impression that you have lost your temper, are acting out of frustration, or wish to punish the student.

If you have to make contact with a student, you should avoid anything which may be considered indecent.

**The following applications of force are acceptable:**

- > Physically interposing between two students
- > Blocking a student’s path;
- > Use of holding, pushing or pulling
- > Leading a student by the arm
- > Shepherding a student away by placing a hand in the centre of the back.

**The following applications of force are not acceptable:**

- > Holding a student round the neck or by the collar or by any other way which might restrict the student’s ability to breathe
- > slapping, punching or kicking
- > twisting or forcing limbs against a joint
- > tripping up a student; holding a student by the hair or the ear
- > holding a student face down to the ground.

**Recording incidents**

If you have had to restrain a student, you must tell the Principal or a senior member of staff what happened immediately and provide a written report as soon as possible afterwards. You should include the following details:

- the name(s) of the student(s) involved, and when and where the incident took place
- the names of anyone else who witnessed the incident
- the reason that force was necessary

- how the incident began and progressed, including details of the student's behaviour, what was said, what steps were taken to defuse or calm the situation, the degree of force used and for how long
- the student's response and the outcome of the incident
- details of any injury suffered and of any damage to property

After any incident where physical intervention has become necessary, staff should be provided with support. They may need time to reflect upon their involvement in the incident and calm themselves before continuing with their duties.

Similarly students involved in an incident will need time to calm down and reflect upon their part in it. It is only when students are provided with the opportunity to consider alternatives to the behaviour that caused the incident that any learning will take place.

It is important to acknowledge that staff can sometimes misjudge certain situations and act wrongly. Thorough, honest and supportive debriefing following an incident can result in important learning experiences and positive outcomes for all concerned.

### Related publications

The following publications are available in school for further reference:

***Working together to Safeguard Children*** 2006 published jointly by DfEE, Dept for Health, Home Office ***The Use of Force to Control or Restrain Students*** DCFS Circular 10/98 Section 550A of the Education Act 1996:

- + ***Running a School Boarding House – A Legal Guide for Housemasters and Housemistresses.***
- + Boarding Schools Association publication
- + ***The Children Act 1989: The Welfare of Children in Boarding School*** (Practice Guide) HMSO
- + ***The Children Act 1989: Guidance and Regulations Volume 4 Residential Care*** HMSO
- + ***Children Act 1989: Guidance and Regulations Volume 5 Independent Schools*** HMSO
- + Birmingham Area Child Protection Committee [ACPC] ***Procedures***
- + Revised Behaviour Policy – effective from January 2012
- + Reviewed annually by SLT, after consultation with staff, parents and pupils.

