

*The Children's Garden*

Steiner Kindergarten

# **POSITIVE BEHAVIOUR POLICY**

**INCLUDING**

# **USE OF PHYSICAL RESTRAINT**

**Grove Gardens Chapel**

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## **INTRODUCTION**

This Policy aims to give guidelines to support positive behaviour by the children in our Kindergarten, and if necessary to give guidance on the use of creative discipline, and as a last resort physical restraint.

There is also a general Policy on the Use of Physical Restraint that meets current regulatory guidelines.

These Policies will be reviewed annually and whenever necessary in the light of new legislation, experiences, and feedback.

These Policies will be kept in the Policy Book in the entrance hall to be accessible to parents, and all relevant staff will be issued personal copies in their Staff Handbooks.

## **KINDERGARTEN ETHOS**

Our Kindergarten aim to provide a warm, home-like atmosphere and an opportunity for the children to learn through imitation, free play, rhythm, and repetition.

It follows from our approach that we strongly believe in giving children the free space to develop their creativity, fostering a life-long love of learning, which in turn helps to lay the foundation for a healthy adult life. In our Kindergartens we aim to create an environment, which encourages cooperation, sociability, and reverence and respect for life and nature.

## **BEHAVIOUR MANAGEMENT**

The structure and rhythm of the activities are organised to encourage the children's behaviour to be positive, cooperative and constructive.

Staff use positive methods of guidance, with anticipation and pre-emption of potential problems, and/or avoidance of difficulties through early intervention, redirecting the children in a non-confrontational way as considered appropriate. The aim of the Kindergarten staff is to have a close knowledge of each child.

All children learn and grow in their understanding of socially appropriate and desirable behaviour. In the Kindergarten the teachers work with social behaviour by endeavouring to be role models worthy of imitation. The variety and sequencing of the daily activities build a firm rhythm that provides a comfortable knowing of what

to expect by the child, that further contributes to the intention to support positive behaviour.

Parents are encouraged to discuss and inform any difficulties a child may be facing at home, or any factors, which may affect that child's normal behaviour.

Where problems arise that do not respond to our approaches, the Kindergarten teacher will arrange to discuss these discreetly with the parents, so that they can work together in deciding upon and reinforcing, the most appropriate direction for the child.

As the children work and play, the staff encourage respect and care of self, others and the environment, and encourage the learning of self-control.

## **CHALLENGING BEHAVIOUR**

Most children experience social difficulties at some time in their development. There are a number of ways teachers and staff can help children who may have problems, or to better integrate into the Kindergarten community.

Staff must also be aware that challenging behaviour may be a result of the child suffering some harm, if this is a possibility the Designated Teacher for Child Protection must be consulted, and refer to the Child Protection Policy.

These may include:

1. Redirect the child to a new focus or activity.
2. Gain the child's attention with a look, gesture or word to make him/her aware of our observations.
3. Remove the child from the situation and engage him/her with an adult-led task. This stops the inappropriate behaviour, refocuses the child's attention, and enables him/her to calm down. When appropriate the child returns to the group.
4. If the disruption continues, keep the child inside for a short time to help tidy or prepare for story, while the others go out to play. After a while the child may join the others outside.
5. If the child misbehaves during the Kindergarten morning on several days and the above steps have not been helpful, ask the parents to attend or be available to collect

the child on the next day. If during the day the child is still disruptive, the parent will be there or available to take the child home. This may continue until the child stops the disruptive behaviour.

The above process needs to be consistent and practised over days or weeks with parental consent and cooperation. If the behaviour of a child requires more attention than what can be achieved by the daily efforts described above, other means may be implemented to ensure the most positive Kindergarten experience for the child.

Approaches for consideration when behaviour of a child is consistently disruptive and/or there is a cause for general concern can include:

1. Parent notification and consultation on a regular basis.
2. Teacher review on a regular basis (daily and/or weekly).
3. Discussion with parents, teachers, and child where appropriate.
4. Begin a "Child Study" in weekly teachers meetings.
5. Implementation of an action plan to target a particular concern or problem.
6. Recommendation to consult with other professionals for help and support.

Each new child comes to the Kindergarten for a trial period agreed between the Teacher and the parents. If at the end of this period the child has not settled, discussions should occur with the parents to explore the situation and to agree the best way forward. This may include extending the trial period, or in certain cases the child leaving, although this would have to take account of the child's best interests.

If an existing child at the Kindergarten has a problem, every effort will be made with parent support to reintegrate the child into the group.

In the case of a child's behaviour remaining difficult, disruptive or dangerous as a last resort exclusion might be considered (see Exclusion Policy).

## **PARENTAL SUPPORT**

In keeping with our philosophy of supporting positive behaviour, we ask that parents agree to support us by considering the appropriateness of toys and clothing available to your child. Electronic games, weapons, cartoon or superhero images and their actions are not considered helpful in social integration and may work actively against what we are doing in the Kindergarten.

Our Kindergarten supports the child's right to a nourishing, supportive and appropriate environment. We acknowledge that all children learn from their environment through the sense impressions they receive and their imitation of what they experience around them. We feel that watching television is not an appropriate experience for the kindergarten aged child. It does not encourage meaningful movement, nourish the child's need for a variety of rich sense impressions, or provide appropriate role models. At an age when play is all-important, it restricts the child's life experiences, some of which may be irreplaceable. We find that television does not support positive behaviour in the Kindergartens and ask parents to try and avoid their young children watching television.

Further information regarding television and toys is given in the Parents Handbook.

# **POLICY ON USE OF PHYSICAL RESTRAINT TO CONTROL OR RESTRAIN CHILDREN**

## **INTRODUCTION**

There may be occasions, despite the calm creative atmosphere in the Kindergartens, and promotion of positive behaviour, when it is necessary to hold or restrain a child either to prevent an incident, or to control behaviour that is already occurring.

It is a Policy that staffing in the Kindergartens will be as consistent as possible, so Teachers and Assistants will get to know the different children and through experience will avoid any negative incidents.

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child; other children or an adult; to prevent serious damage to property, or in what would be regarded as exceptional circumstances.

Any occasion where physical intervention is used should be recorded in the incident book, and the parents should be informed on the same day.

The Daycare Manager is responsible for any behaviour management issues.

## **PROCEDURE**

Whenever a teacher or assistant is met with a situation where they need to consider holding a child, they will first give verbal signals that are repetitive and familiar and that generally hold the group. Examples are: "hands are for work and play"; "kind hands in the Kindergarten"; "running feet are for outside"; "only donkeys kick" etc.

If the child does not modify their behaviour as a response to these usual signals and needs to be held or restrained, the member of staff will:

Adopt a calm and measured approach;

Attempt to hold the child around the waist and sit with the child.

If this does not help or calm the child quite quickly, an attempt should be made, appropriate to the particular child, to take the child into another space and allow them the freedom to have a tantrum, scream, cry or to speak out. Also this protects the other children becoming upset and prevents the incident from getting worse.

If the child is striking out (egg. hitting, scratching, biting, kicking, or pulling hair) at a teacher or another child, it may be necessary to hold their hands or feet until they can be removed from the situation. This may also be necessary to ensure that another child or member of staff does not get hurt.

A child may be held (restrained) under the following circumstances:

If a child is causing injury to themselves or another child;

If a child tries to physically attack a Teacher or Assistant;

If a child is causing serious damage to property;

If a child is engaged in behaviour that compromises good order;

If a child is running out of the building or grounds.

No action should be taken which might cause injury.

Staff should avoid holding or touching a pupil in an inappropriate way.

In an emergency, any member of staff is entitled to intervene in an appropriate manner.

Staff will always try to use other strategies and techniques to deal with difficult situations. In a non-urgent situation restraint will only be used when all other strategies have failed.

If injury is suffered by anyone this must be treated by a qualified member of staff and reported in accordance with the *First Aid and Reporting of Accidents Policy*.



As necessary the child(ren) and staff involved, and any other children and staff who witness or are affected by the incident should receive appropriate attention as necessary, e.g. comforting and reassurance.

If staff, other persons, or children show any symptoms of being adversely affected by an incident, they must be advised by the Teacher to seek medical advice, and this should be recorded in the Incident Book.

The incident will be fully recorded as soon as possible, certainly on the same day in the relevant Incident Book.

The parents will be informed of any incident that involved the use of restraint, again on the same day as circumstances allow.

## **RISK ASSESSMENTS**

The historical pattern of the frequency and severity of any incidents will help to inform decisions about requirement for staff training.

There is also a need for individual risk assessments where it is known that physical restraint is more likely to restrain a particular child. This may include children whose Special Education Needs (SEN) and/or disability is associated with extreme behaviour.

An individual risk assessment is also essential for pupils whose SEN and/or disabilities are associated with:

- a. communication impairments that make them less responsive to verbal communication;
- b. physical disabilities and/or sensory impairments
- c. conditions that make them fragile, such as haemophilia, brittle bone syndrome or epilepsy; or
- d. dependence on equipment such wheelchairs, breathing or feeding tubes.

## **RECORDING AND REPORTING INCIDENTS**

A written record of any incident where restraint was used will be kept in the Incident Book kept secure by the School Secretary, and the School Administrator will be informed of the incident.

The record will include:

The names of the persons involved, and any witnesses;

The reason for any intervention;

The details of the incident;

Any steps taken to defuse the situation;

The action taken and the outcome;

Any injuries or stress caused to the child and any injuries or damage sustained.

Any effects suffered by staff, children, and others after the incident.

Records have to be kept of any significant incident in which restraint has had to be used, in accordance with this and our *Child Protection Policy*.

The purpose of recording is to ensure policy guidelines are followed, to inform parents, to inform future planning as part of improvement processes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry.

The incident should also be reported to the Designated Trustee for Child Protection, and such incidents are monitored by the Board of Trustees.

## **STAFF TRAINING**

Appropriate and targeted training as part of the professional development of staff will be decided through the regular Staff Meetings, the regular staff appraisals and in the light of experiences. There will be possible particular training needs for any staff working closely with pupils with SEN and/or disabilities. The risk assessment carried out on any particular behavioural problems will help inform decisions about staff training.

Training should cover ways of avoiding or defusing situations as well as methods of physical intervention.

Staff exercising any power to use force or physical restraint must also take proper account of any particular special education need (SEN) and/or disability that a pupil might have. Under the Disability Discrimination Act 1995 this School has two key duties:

- a). not to treat a disabled pupil less favourably, for a reason relating to his or her disability; and
- b). to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

## **STAFF AUTHORISED TO USE PHYSICAL RESTRAINT**

All staff that have control or charge of children in the Kindergarten have the authorised power to use physical restraint in line with this Policy. These staff have been informed of this power and include:

Kindergarten Teachers

Kindergarten Assistants

Other staff and persons are temporarily authorised under this Policy when they have been asked to carry out duties that involve control or charge of children and include:

Parent Volunteers

Supply teaching staff and assistants.

## DEALING WITH COMPLAINTS AND ALLEGATIONS

Parents have a right to complain about actions taken by staff, this might include the use of physical restraint.

*If a specific allegation of harm is made against a member of staff the procedure outlined in the Child Protection Policy must be followed.*

*Any other complaints are to be dealt with as per the Parents Concerns Policy*

The full involvement of those with parental responsibility following an incident should minimise the chances of a complaint, but will not prevent all complaints or allegations. A dispute might lead to an allegation against a member of staff, other agencies, or even the police. These will be dealt with in accordance with the relevant section in the Child Protection Policy.

This Policy and the way in which it was followed will be at the core of any investigation.

### **Other main relevant School Policies:**

Anti-Bullying Policy

Child Protection Policy and Procedure

Policy for Safe Recruitment Procedures to Safeguard Children

This policy was adopted at a meeting of the Management Committee

Held on 05/3/12

Date to be reviewed March 2013

Signed on behalf of the Management Committee

Name of signatory R. Charriere

Role of signatory . Teacher and manager

Name of signatory .....

Role of signatory .....

**APPENDIX ONE:**

**USE OF PHYSICAL RESTRAINT TO RESTRAIN PUPILS:  
INCIDENT RECORD.**

<b>Name of pupil(s) on whom restraint was used by a member of staff.</b>
<b>Date, time and location of incident.</b>
<b>Names of staff involved (directly or as witnesses).</b>
<b>Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.</b>
<b>Description of the incident by the staff involved, including any attempts to de-escalate and warnings given.</b>
<b>Reason for using physical restraint and description of restraint used.</b>
<b>Any injury suffered by staff or pupils and any first aid and/or medical attention required.</b>

<b>Reasons for making a record of the incident.</b>	
<b>Follow up, including post incident support, and any disciplinary action against pupils.</b>	
<b>Any information about the incident shared with staff not involved in it and external agencies.</b>	
<b>When and how those with parental responsibility were informed about the incident and any views they have expressed.</b>	
<b>Has any complaint been lodged (details should not be recorded here)?</b>	
<b>Report compiled by:</b>	<b>Report countersigned by:</b>
<b>Name and role:</b>	<b>Name and role:</b>
<b>Signature:</b>	<b>Signature:</b>
<b>Date:</b>	<b>Date:</b>