

Lambley Primary School



Behaviour & Discipline Policy

-including the use of Physical Force

March 2019

LAMBLEY PRIMARY SCHOOL
BEHAVIOUR and DISCIPLINE POLICY
Including the Use of Physical Force

Reviewed on annual basis
Date of previous review: September 2017

Rationale

At Lambley Primary School in line with Every Child Matters we aim to provide a happy, safe, caring and friendly environment for all our pupils to allow them learn effectively, improve their life chances and help them maximise their potential.

We take the safety of our pupils and staff very seriously. We believe that all pupils and staff have the right to be and feel safe whilst at school or on a school-run activity. It is our duty to provide a safe environment in which pupils can learn.

Our school is a community of governors, teachers, teaching assistants, mealtime assistants, parents, pupils and other adults. A community functions best if there is a mutual respect between all members and an agreed code of conduct that provides the background against which all activities take place. We have a duty therefore to promote good behaviour and discipline in our school.

We expect our children to have 'Reach For the Stars' behavior and actively work to promote the British Values agenda. We actively challenge pupils, staff, visitors and parents expressing opinions contrary to 'British Values', including any extremist or prejudice views. As a result, this policy should be read in conjunction with our EQUALITY & ANTI-PREJUDICE POLICY (ANTI-BULLYING POLICY)

This policy should also be read in conjunction with our child protection and safeguarding children policy and our SEND Policy.

Aims

The aim of this policy is to create an environment conducive to achievement by

- Promoting safety;
- Raising self-esteem;
- Promoting consideration and respect for others and the environment;
- Enabling everyone to know what is expected of them;
- Determining the boundaries of acceptable and unacceptable behaviour and the procedures, which will come into force if behaviour is deemed unacceptable, including the hierarchy of rewards and sanctions, which will support this;
- To help children to learn from their mistakes and avoid repeated behaviour patterns.

Principles

The school will

- Have a whole school approach to positive behaviour management through 'The Lambley Way';
- Involve pupils in the creation and annual review of its code of conduct;
- Support pupils in developing positive attitudes to learning;
- Have high expectations of behaviour from all pupils;
- Set good examples to pupils in the way adults treat them and other adults;
- Set good habits early with high expectation of cooperative behaviour from the start;
- Provide an environment conducive for a positive climate for learning;
- Ensure procedures are in place to minimise uncertainty and disruption in lessons;
- Intervene promptly where there is unacceptable behaviour so it is clear that it will not be tolerated;
- Involve parents in the process by communicating policy and expectations and ensure their support through a home-school agreement;
- Create a positive partnership with parents/carers to encourage their support when dealing with the difficult issue of unacceptable behaviour;
- Make positive recognition of individual pupils or group achievements in good and improved behaviour through mentions in assembly, rewards etc;
- Support positive behaviour management through circle time, assemblies, restorative justice and PSHE activities;
- Attempt to identify and address any underlying causes of unacceptable behaviour;
- Deal discretely with unacceptable behaviour;
- Attention should focus on the behaviour not the child;
- Empower and support pupils to provide opportunities to put things right.

Additionally, all our staff have an awareness of safeguarding issues that can put children at risk of harm including issues which can manifest themselves via peer on peer abuse, which may include:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery; and
- initiation, hazing type violence and rituals

A System of Rewards

Underpinning our whole school philosophy towards behaviour and discipline is 'The Lambley Way' which provides children with continual examples of the standards and social values, which we wish them to carry into adult life. 'The Lambley Way' is a whole school behaviour management structure which 'umbrellas' individual teacher merits/ house points with a whole school reward and sanction procedure. 'The Lambley Way' has been derived from the school's codes of conduct, which the pupils have taken and turned into four promises so as to deliberately promote positive behaviour and good self-discipline. It will run alongside the code of conduct for use of school computers and the Internet. (See separate policies).

The Lambley Way- through our Home School Agreement, the children promise to;

1.1) Reach for the Stars

- Make the most of every opportunity to be the best that you can be

1.2) Show respect to everyone

- Treat everyone well even if they are different to you.

1.3) Take care of each other

- Look after one another, stand up to bullying and do what you can to make sure other people don't get hurt.

1.4) Look after our environment

- Care for our school environment and property and do what you can to look after the environment: look after wildlife, reduce waste, don't waste energy and don't drop litter (Part of our Eco Schools' Code)

Reach for the Stars Assembly

On a weekly basis, each class teacher chooses two pupils to be the Reach For the Stars "Superstars of the Week". These are pupils who have been particularly worthy during the week and have kept 'The Lambley Way' through their behaviour, attitude and learning achievements. Each of these children will receive a 'Reach For The Stars' certificate.

Teacher /Pupil Rewards

There are also a variety of individual reward systems in place that teachers may use in their class to help reinforce positive behaviour and attitudes and support 'The Lambley Way,' according to the maturity of the children. These are all based on the belief that praise is more effective than criticism.

Examples include:

- House Points
- Use of smiley faces
- Verbal and written praise
- Class merits for work and super learning behaviours
- Brilliant box
- Brilliant behaviour chart
- Star of the day
- Marble jars
- Class Tokens

Headteacher Awards & Green Tickets

For exceptional work or outstanding behaviour, a child will be given a green ticket by the teacher/TA and sent to the Headteacher for a 'Headteacher's Award.' The school will share this good news with parents/carers to promote consistency within the whole school community by giving the pupil a sticker and a certificate to inform parents how they have earned the award.

Fine Dining Awards

The giving out of lunchtime raffle tickets and stickers rewards super lunchtime behaviour and good table manners. There are clear guidelines for expected lunchtime behaviour displayed in the dining hall and children are rewarded by being given a raffle ticket and are entered into a lucky draw on Friday afternoon to win a prize. In addition to this, raffle tickets are exchanged for house points in class.

Playtime

At play and lunchtimes, 'The Lambley Way' promises apply.

The following may also be used to encourage positive behaviour during playtimes:

- Staff on duty will encourage children to take part in positive play activities and at lunchtimes, MDS will run playground games such as skipping and Hop Scotch for the last part of the lunch break;
- Play Leaders from Y5/6 run structured playtime activities for pupils in YR- Y2 for the second half of lunch break, in a designated area. Pupils can choose to take part in these activities.
- Individual pupils will be allowed to take their own time out to cool down but must agree with supervisors where they are going and when they feel ready to return;
- A pupil may be asked to stay close to the supervisor for a set period of time;
- A pupil may be withdrawn for up to five minutes to cool down and reflect on what has taken place. Return to play should be only with permission from the adult on duty and clear reinforcement of behavioral expectations;
- A pupil may be asked to change play activities if they are felt to be acting inappropriately;
- A pupil may be asked to report to a member of staff in the school;
- In exceptional circumstances, a pupil may be asked to miss a whole school playtime as a sanction for mis-behaviour;
- The class teacher will be informed of any significant incidents of inappropriate behaviour at playtime and this will be recorded in the behaviour book. Any serious incidents will be immediately communicated to the Head Teacher (bullying, prejudice, aggression);
- Pupils may be excluded from extra-curricular after school, sporting or off site activities for mis-behaviour at playtimes;
- Pupils will be expected to respect and respond to all requests from playtime supervisors;

Playground Leaders and Positions of Responsibility

Playground Leaders is a countywide initiative to encourage children to play happily and fairly together, by taking charge of their own behaviour. We as a staff use the ideas in this folder to help children handle situations in the playground as they occur.

Each year, pupils in KS2 can apply for roles as Playground Leaders. The successfully appointed leaders are supported by staff in setting up and running organised activities on the playground. They receive training for this role. They are rewarded for each session they deliver with the payment of 5 House Points. We really value the important role they have and the difference this makes to some of our younger pupils. It is also a great opportunity to develop leadership experience.

Other pupil positions of responsibility encourage positive behaviour across the school community. We have four House teams (Cromwell, Flamstead, Pearson and Trinity), each led by a captain and vice-captain. Pupils work individually and as house teams to earn house points for positive behaviour. The House Captains and Vice Captains are positive role-models who support their team in ensuring a high standard of behaviour and encouraging each other to “Reach for the Stars” in their behaviour in class, during playtimes, during extra-curricular activities and on school visits.

Each class and year group elects pupils to represent them on the Pupil Voice committee. The aim of this initiative is to share ideas on ways to further improve our school by working together as a team. This helps children realise that each individual is important and has a significant role to play in our school community. The Pupil Voice Forum work together to help address any issue of concern and this can include ways to help improve behaviour or our school anti-bullying policy and procedures.

We also run a buddy system where older children are given the responsibility to buddy up with a younger child to help support them in developing friendships, positive play and growing confidence. These older pupils act as positive role-models and help to ensure that every pupils feels a part of our school community.

Home/School Agreements

A Home-School agreement is shared with parents/ guardians at the beginning of each school year, within pupils’ Home-School diaries. This includes the Lambley Way.

Children agree to do all their work in class, and allow others to do the same. They agree to try to be polite, considerate, and helpful to others and listen to what they have to say. Finally they agree to allow others to be happy and to be themselves. This is discussed at home, and then signed by the child, the parent and the teacher each year.

Unacceptable Behaviour at Lambley Primary School

It must also be understood that certain behaviours will be considered unacceptable

- Continual defiance
- Repeated low-level disruptive behaviour
- Swearing at pupils or staff
- Any form of bullying including name calling

- Physical violence aimed at another pupil or staff
- Threats of violence
- Deliberate damage to the property of an individual or the school
- Theft of personal or school property
- Any behaviour which goes against British Values; including any extremist or prejudice views

SEND

School will provide a differentiated response/ intervention for SEND children and children already being targeted for behavioural support. This will be bespoke to the child's individual needs.

Disciplinary Procedure If Unacceptable Behaviour Occurs

The teacher/adult will:

- If it is low-level disruptive behavior, give a verbal warning. Make it clear what behaviour is unacceptable and give a verbal warning that it must stop. If it continues, the teacher will record the child's initials on the board as a visual reminder. They will give a strike (tick next to initials) if it continues. The child will then need an opportunity to reflect on the choices they are making and refocus on positive choices available to them. The adult will give them a reflection activity to complete which will also serve as a log of the incident.
- If the unacceptable behavior then continues, a red card is given and the head teacher is informed. The behaviour, antecedent and resolution is recorded in the behaviour book.
- More serious incidents of unacceptable behavior lead to a red card without the steps outlined in the first bullet point.
- The Teacher/ Head Teacher to notify parents if a child has received a red card.
- If appropriate, the child may be "Withdrawn" or given 'Time Out'. This may consist of an opportunity to cool down in a safe, quiet space; reflect on what has happened; complete a reflection activity; observe positive behaviour in a different classroom for a short period of time.

Withdrawal

This is the withdrawal of the pupil from a situation that causes anxiety or distress to a location where they can be continually observed for a fixed period of time and given the opportunity to calm down in a safe place. Alternatively, the rest of the class may be directed away from the individual and withdrawn to a different area of the school.

Time Out

This is when a pupil has a short period of time out of the classroom/ activity, away from the class/ group of children, to reflect on their behaviour and ensure they are clear about expectations. Self-reflection activities need to be age appropriate and may need adult support or a structured task.

Restorative Justice

Once children who have been involved in unacceptable behaviour are calm and have had time to reflect, adults may lead them and a wider group through a process called restorative justice. The aim of this is to ensure they learn the impact of the behaviour, take responsibility for the part they played in it and consider how to begin to restore the situation. This is a powerful learning process and helps reduce the likelihood of a repetition.

Time Out, Loss of Privileges and Sanctions

It must be made clear to pupils why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

Fixed Term/Permanent Exclusions

Exclusions, particularly for disabled children and children with SEND, should be regarded as an absolutely last resort after all other remedies, strategies and reasonable adjustments have been exhausted. Every practicable means should be made to maintain the pupil in school.

A decision to permanently exclude a pupil should only be taken in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

As an interim strategy, longer periods of 'Withdrawals' will be used if deemed necessary and parents/guardians will be informed of the rationale, length of the withdrawal and plan for reintroduction to the class.

In addition to the above

- Behaviour for Learning records are kept by staff;
- Pupils will be offered the opportunity to discuss with the Head teacher or member of staff their behaviour and suggest ways to positively modify this;
- Circle time or 'Restorative Justice' may be used as an opportunity to consider group and individual behaviour and its effect on others;
- If a pupil is observed to persistently go against the code of conduct, patterns of behaviour and common antecedents will be noted with the aim of helping the pupil to rationalise their own behaviour and reactions.
- Structured Conversations will be arranged to provide an opportunity for school and parents/guardians to work closely together to share concerns and support the child in modifying their behaviour.
- Pupils will be given support to manage their own behaviour in more appropriate ways as well as helping the school identify ways to minimise such incidents, if need be, advice will be sought from external agencies in consultation with the school's SEND team, Gedling Behaviour Partnership and parents/guardians.
- If necessary, in partnership with parents/guardians the child may be referred to the family of schools' Springboard for Additional Family Needs, Graduated Response or the Gedling Behaviour Partnership.
- A pupil whose behaviour in school regularly gives cause for concern may be referred to the SENCO for closer monitoring with the possibility of an individual behaviour plan being drawn up;
- A pupil whose behaviour in school regularly gives cause for concern may have behavioural targets given within their termly individual targets which will be reviewed regularly;
- Outside agencies will be involved as and when deemed appropriate by Head Teacher and SENCO. Parents/guardians will be kept informed of any involvement of outside agencies.

Physical Intervention The Use of Physical Force

Objectives

Here at Lambley Primary School in line with Every Child Matters we aim to provide a safe, caring and friendly environment for all our pupils to allow them learn effectively, improve their life chances and help them maximise their potential.

We take the safety of our pupils and staff very seriously. We believe that all pupils and staff have the right to be and feel safe whilst at school or on a school-run activity.

Policy Development

This policy was formulated in consultation with the whole school community.

This policy is also written in line with Nottinghamshire County Council's policy on the same subject, entitled 'Keeping Classrooms Safe for Learning and Teaching'.

Minimising the Need to Use Reasonable Force

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use a range of PSHE and emotional well-being strategies on a day-to-day basis to explore and strengthen emotional responses to situations.

We will only use force as a last resort and strongly believe in de-escalating any incidents to prevent them from reaching a crisis point. Staff are skilled and trained in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment.

Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.

Staff Authorised to Use Reasonable Force

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 reasonable force.

Here at Lambley Primary School the head teacher has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or charge of pupils in a given lesson or circumstance have permanent authorisation.

- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

Deciding Whether to Use Reasonable Force

Under British law, members of staff are empowered to use reasonable force to prevent a pupil from or to stop them:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself);
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.

All members of staff will make decisions about when, how and why to use reasonable force.

To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening will seriously endanger the wellbeing of a person;
- whether the consequences of not intervening will result in serious and significant damage to property;
- whether the chance of achieving the desired outcome in a non-physical way is low;
- the age, size, gender, developmental maturity of the persons involved.

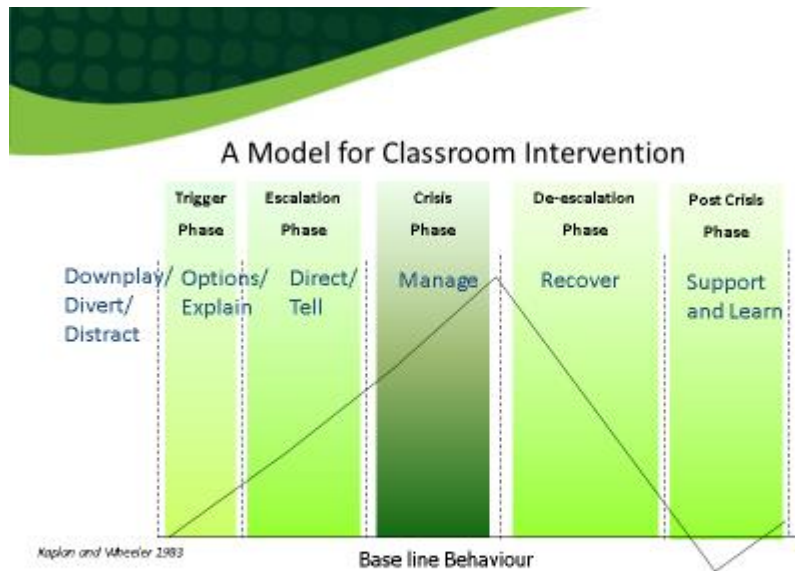
Staff members are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific pupils who can present risks to themselves and others. This may include information about SEN, personal circumstance and temporary upset.

Using Reasonable Force

When using force, members of staff should only use the minimum amount of force required in achieving the required outcome.

Staff should also use force within the context of existing good practice in non-physical skills and techniques, such as in the CLASSROOM INTERVENTION MODEL



The CLASSROOM INTERVENTION Model

Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative.

Staff should try to avoid using force unless or until another member of staff is present to support, observe or call for assistance.

Staff training

Staff members at Lambley Primary School, who have been identified as needing training in this area, will access Physical intervention training for “Coping with Risky Behaviours” (CRB) which was previously termed MAPA training through the County Council co-ordinator who delivers nationally accredited courses.

These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people’s behaviour.

Nottinghamshire County Council has adopted the “Coping with Risky Behaviours” approach from September 2018, providing training, annual updates consultations, behaviour risk assessments and individual casework support where schools require it. They work with the BILD (British Institute for Learning Disabilities) code of practice to strive towards the ‘Gold Standard’ in this field.

These training programmes will be delivered to staff via whole school inset or by accessing specialist training events.

Staff members who receive this training will be accredited to use the physical elements of MAPA for a defined period as stated on their certificate. Staff will be expected to attend a refresher course to update their skills and renew their certification every 12-15 months.

Recording and Reporting Incidents

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, *significant* incidents where a member of staff has used force on a pupil. The record must be made as soon as practicable after the incident.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account:

- an incident where unreasonable use of force is used on a pupil would always be a significant incident;
- any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed (though clearly not over reacting) would be significant.

In determining whether incidents are significant, schools should consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the pupil or member of staff.

Staff should also bear in mind the age of the child, any Special Education Need or Disability or any other social factors that might be relevant.

Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

Post-incident support

Following the use of physical intervention staff and pupils will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

Complaints and allegations

We will also make clear to pupils that they have a right, and are able, to question/complain about the use of reasonable force.

We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice their opinions, comments or concerns. Please refer to the Lambley Primary School "Complaints Policy".

Monitoring and review

This policy will be monitored regularly and reviewed by the governing body at least annually or as required.

The Head Teacher is responsible for the implementation of this policy and *Sarah Hancock* is the Link Governor who also has responsibility in this area.

Further information

Additional information can be found in the Nottinghamshire County Council's policy on the same subject, entitled 'Keeping Classrooms Safe for Learning and Teaching'

Approved by Lambley Primary School Governing Body

Signed:

Designation: Chair of the Governing Body

Date: March 2019

Review Date: June 2020

