

Lillington Nursery & Primary School Behaviour, Discipline and Restraint Policy

Rationale

We believe Lillington Nursery and Primary School is a calm, welcoming environment that promotes learning, encourages independence and makes children feel happy, valued and safe.

Aim

With the Behaviour Policy, we aim:

- To have a consistent and fair approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- To maintain a friendly and stimulating environment, where teaching and learning can take place effectively.
- To have a caring attitude towards everyone, with respect and tolerance for others, irrespective of race, gender, religion and ability, with equal opportunities for all.
- To encourage each child to take responsibility for their own behaviour, leading to increase independence and self discipline.

School Golden Rules

1. Speak politely and act considerately.
2. Listen to and follow instructions from adults in school.
3. Keep hands, feet and objects to our self.
4. Respect school property and the property of others.

Guidelines

In order to achieve our aims for this behaviour policy, staff, children and parents each have a role to play and must work together.

Staff Guidelines

All staff must:

- Lead by example.
- Have a fair and consistent approach to behaviour.

- Work on partnership with parents to resolve any behavioural issues.
- Follow the behaviour plan, as set out below, when dealing with any incident that is deemed as going against the School Golden Rules.
- Value and acknowledge achievements at all levels.
- Ensure children now and understand the School Golden Rules and Behaviour Code.
- Display the School Golden Rules and Behaviour Code around the school and classrooms.

Child Guidelines

All children must:

- Follow the School Golden Rules.
- Be proud of their school environment and themselves.

Parent Guidelines

All parents must:

- Reinforce the School Golden Rules with their child.
- Support the school in the aims set out in this Behaviour Policy.
- Work in partnership with teachers to resolve any behavioural issues.

Rewards

Rewards are given throughout the school to acknowledge good behaviour and achievements. These include the following:

- Verbal praise, stickers or star points from class teacher, another member of staff or head teacher.
- Achievement awards presented during family assembly.
- Certificates or letters home to parents.
- 'Free' time where the class can choose an activity of their choice.

Behaviour Code

All children are expected to follow the School Golden Rules. If, following a reminder, a child fails to do so, then the Behaviour Code will be followed for all Stage 1 type behaviour e.g. calling out, making noises, using inappropriate language, refusing to follow an instruction, swinging on chairs.

Children will also be rewarded for good behaviour, good work or anything else deemed inappropriate.

- **4th reward: tea at 3**
- **3rd reward: drink, free snack and certificate (Treasure box in FS)**
- **2nd reward: drink and free snack (sticker in FS)**
- **1st reward: drink (sticker in FS)**
- **A reminder given**
- **ALL CHILDREN START HERE**
- **1st consequence: Time out – your age plus 3 minutes; lose 5 minutes of Happy Half Hour**
- **2nd consequence: Go to another class for 20 minutes (KS2) 5/10 minutes (FS and KS1); lose another 5 minutes of Happy Half Hour.**
- **3rd consequence: Break time detention; lose another 5 minutes of Happy Half Hour.**
- **4th consequence: Go to the Head Teacher's office; lunchtime detention; lose another 5 minutes of Happy Half Hour.**
- **Lunchtime detention** (After 3 detentions in a ½ term, a letter is sent home informing parents.)
- **Child is sent to the head teacher and given either an in-school exclusion or excluded from school depending on the severity of the behaviour.** (After 2 in-school exclusions, ½ day school exclusion given.)

However, any of the following behaviours are considered a Stage 2 type of behaviour and will result in immediate detention.

- Any violent incident in which another child is hurt.
- Hitting an adult.
- Swearing or being abusive.
- Racist remarks.
- Vandalism to school property.

Out of class behaviour

Playtimes

The staff on duty should deal with the behaviour as soon as possible and the Behaviour Code should be used. Time out system should be used.

Lunchtimes

Mid-day supervisors should inform the class teacher of the behaviour and which School Golden Rule has not been followed. The behaviour code could be used if appropriate.

A time-out system should be used. If behaviour at break or lunch time is unacceptable the child will not be allowed outside.

If a child is put into detention 3 times for incidents at lunchtime, parents will be informed and the child will be excluded from lunchtimes at school.

Supporting good behaviour

Within Lillington Nursery and Primary School, there are several strategies in place to support good behaviour. These include nurture groups, circle time, a school welfare worker, strong links with the Lillington Family Centre and outside agencies such as LABSS and educational psychologists.

****We make reasonable adjustments for children with disabilities****

The role of the head teacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the head teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

LILLINGTON NURSERY & PRIMARY SCHOOL POLICY ON THE USE OF FORCE BY STAFF TO CONTROL OR RESTRAIN PUPILS

Objectives

- the key objective of maintaining the safety of pupils and staff.
- preventing serious breaches of school discipline.
- preventing serious damage to property.

Minimising the need to use force

- creating a calm environment that minimises the risk of incidents that might require using force arising.
- using Social and Emotional Aspects of Learning (SEAL) approaches to teach pupils how to manage conflict and strong feelings.
- de-escalating incidents if they do arise.
- only using force when the risks involved in doing so are outweighed by the risks involved in not using force.
- risk assessments and positive handling plans for individual pupils.

Staff authorised to use force

- Permanent authorisation, all teachers and staff the head has authorised to have control or charge of pupils, automatically have the statutory power to use force.
- Temporary authorisation:
 - staff whose jobs do not normally involve supervising pupils and volunteers working with pupils, will be authorised to be in control or in charge of pupils and therefore have statutory power to use force; and
 - teachers and other staff with permanent authorisation will know who has temporary authorisation.

Deciding whether to use force

- Staff should only use force when:
 - the potential consequences of not intervening were sufficiently serious to justify considering use of force;
 - the chances of achieving the desired result by other means were low; and
 - the risk associated with not using force outweighed those of using force.
- This section also makes clear
 - how staff (including people with temporary authorisation to have charge or control of pupils) will be kept informed about and advised how to deal with pupils who present particular risks to themselves or others (as a result of SEN and/or

- disabilities and/or other personal circumstances, such as domestic violence); and
- staff minimise the highest risks, for example by calling the police if a pupil suspected of having a weapon seems likely to resist a search.

Using force

- This section emphasises the importance of only using the minimum force necessary to achieve the desired result.
 - give a clear oral warning to the pupil that force may have to be used;
 - suggest types of force that could be used, making it clear that any form of restraint that is likely to injure a pupil (particularly anything that could constrict breathing) should only be used in extreme emergencies and where there was no viable alternative; and
 - advise staff that, as far as possible, they should not use force unless or until another responsible adult is present to support, observe and call for assistance.

Staff training

- Half day refresher training is undertaken every 3 years
- New members of staff who have not undertaken training will be placed on to an open course which is a full day course.

Recording incidents

- School's arrangements for deciding which incidents to record and how to record them are the same as for all incidents
- School to use the attached incident recording form (Annex B).

Reporting incidents

- Parents and carers are informed if there is an incident requiring restraint of their child
- Reporting to external agencies such as other local authority children's services, the local Children's Safeguarding Board, the Health and Safety Executive, youth offending teams and the police is undertaken as appropriate.

Post-incident support

- Supporting staff and pupils involved in incidents, including meeting immediate physical needs and rebuilding relationships, and ensuring that lessons are learned from the incident.

Complaints and allegations

- All complaints and allegations of misconduct arising from incidents are undertaken following the school's Complaints Policy.

Monitoring and review

- This policy is constantly monitored for the impact of use of force. This assists us in reviewing and developing the policy, including the roles of senior leaders and governors.
- The governing body reviews this policy every two years.
- They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Further Information

- DFE guidance and any relevant local authority guidance.

Signed:

Date:

USE OF FORCE TO CONTROL OR RESTRAIN PUPILS: INCIDENT RECORD

Details of pupil or pupils on whom force was used by a member of staff (name, class)
Date, time and location of incident
Names of staff involved (directly or as witnesses)
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.
Description of incident by the staff involved, including any attempts to deescalate and warnings given that force might be used.
Reason for using force and description of force used.
Any injury suffered by staff or pupils and any first aid and/or medical attention required
Reasons for making a record of the incident

Follow up, including post-incident support and any disciplinary action against pupils

Any information about the incident shared with staff not involved in it and external agencies

When and how those with parental responsibility were informed about the incident and any views they have expressed

Has any complaint been lodged (details should not be recorded here)?

Report compiled by:

Name and role:

Signature:

Date:

Report countersigned by:

Name and role:

Signature:

Date: