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| Policy to be Approved at Governors: December 2020 |
| Due for renewal: December 2021                    |



## **NORTH NEWTON COMMUNITY PRIMARY SCHOOL**

### **BEHAVIOUR AND DISCIPLINE POLICY**

#### **(including Physical Intervention: Use of Force to Control or Restrain Pupils)**

#### **Statement of Behaviour Principles**

It is our primary aim that:

- i) Every member of the school community feels valued and respected, and that each person is treated fairly and well.
- ii) We are a caring community, whose values are built on mutual trust and respect for all.
- iii) Our policy supports the way in which all members of the school can live and work together in a supportive way.
- iv) Promotes an environment where everyone feels happy, safe and secure – **including during times of a global pandemic.**

#### **1 Aims and expectations**

**1.1** The school has several key school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

**1.2** The school expects every member of the school community to behave in a considerate way towards others.

**1.3** We treat all children and staff fairly and apply this behaviour policy in a consistent way.

**1.4** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

**1.5** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

#### **2 Rewards and sanctions**

**\*Some aspects cannot be actioned at this time of pandemic**

**2.1** We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- teachers ask children to go and show other teachers / classes the child's work;
- **\*teachers** ask children to go and show their work to the Headteacher, often to receive a special Headteacher sticker;
- teachers give children House points, which go towards House Gems for the four Houses; Ash, Beech, Oak and Willow. All children, staff and Governors are part of a House with the exception of the Headteacher and Chair of Governors.
- we celebrate outstanding effort or acts of kindness in school, e.g. Ann Finn Cup;

- **\*a celebration of the week's** work and an opportunity to celebrate individual pupil achievements for behaviour and attitude in line with 'Footsteps to success and Growth Mindset', as well as being English and Maths stars during weekly Celebration Assembly where they are able to show examples of their best work with parents invited to attend.

**2.2** We celebrate all the efforts and achievements of children, both in and out of school, for example, music or swimming certificates are regularly presented. In addition, children can show their certificates for out of school clubs, for example, for Martial Arts, Sport or Music exams.

**2.3** We employ several key sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, or him or herself, the class teacher stops the activity and an adult is deployed to remove the child to a 'Time Out' room, as agreed by the class teacher and Headteacher (or Senior Teacher), for a specific length of time.
- If a child who threatens or bullies another pupil or adult, the class teacher records the incident, and the child will receive an appropriate sanction. The teacher may consult the Headteacher or Senior Teacher about an appropriate sanction.
- If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If a child threatens and/or deliberately hurts a child or adult, **or spits at another child or adult (as we manage through the pandemic period)**, the child will be given a fixed-term exclusion and his or her parents will be contacted. Violence of any kind will not be tolerated at North Newton Primary School. Please see Section 7 for more details.

**2.4** Regularly, the class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' to promote positive mental health and well-being.

**2.5** We do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

**2.6** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **3 The role of the class teacher**

**3.1** It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

**3.2** The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

**3.3** The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

**3.4** If a child misbehaves in class the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

**3.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.

**3.6** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

#### **4 The role of the headteacher**

**4.1** 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.

**4.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

**4.3** The headteacher keeps records of reported serious incidents of misbehaviour.

**4.4** The headteacher 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.

#### **5 The role of parents**

**5.1** We work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

**5.2** 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.

**5.3** If we must use reasonable sanctions to reinforce discipline on 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 continues, they should speak to the Headteacher. Parents may contact the school governors, via the Clerk, if the concern remains. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **6 The role of governors**

**6.1** 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.

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

## **7 Fixed-term and permanent exclusions**

**7.1** Only the headteacher (or acting headteacher/senior teacher in the Headteacher's absence) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

**7.2** The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this. Once the fixed-term exclusion is concluded, a re-admission meeting will be held with the headteacher, parents and the child to discuss positive ways forward for all parties. Agreements must be reached by all parties before the child may return to school life; failure to agree will result in another fixed-term exclusion, which may increase to a permanent exclusion of the child.

**7.3** If the headteacher excludes a pupil, the parents are informed as soon as possible, giving reasons for the exclusion. At the same time, the headteacher 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.

**7.4** The headteacher informs the LA and the governing body about any fixed-term exclusions beyond five days or which total over five days in one term.

**7.5** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

**7.6** The governing body will form a Discipline Committee which is made up of between three and five impartial members of the Governing Body or from the Board of any of the Compass Group (North Petherton, Somerset Bridge, Hamp Academy, and RBSC). This committee considers any exclusion appeals on behalf of the governors, receiving any representations from the parent and LA. The Discipline Committee decides whether the pupil should be reinstated, or the exclusion upheld, giving carefully drafted reasons for the decision. If a permanent exclusion is upheld the parents are advised in writing, with reasons, and advised they have the right to appeal to an independent LA Appeal Panel.

**7.7** When an Appeals' Panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. An Appeal Panel must meet within 15 school days from the date when the parents appeal.

**7.8** The decision of the independent Appeals' Panel is final and binding on all parties.

## **8 Monitoring**

**8.1** The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**8.2** Lunchtime Supervisors pass on details to teaching staff when an incident occurs at lunchtimes.

**8.3** The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded and reports on the Headteacher's Report to Governors.

**8.4** 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.

## **PHYSICAL INTERVENTION: USE OF FORCE TO CONTROL OR RESTRAIN PUPILS**

### **9. OBJECTIVES**

We believe pupils and staff need to be safe. Pupils know how to behave and know the adults around them can manage them safely and confidently. For a very small minority of pupils only will the use of force to control or restrain be needed, and, on such occasions, acceptable forms of intervention are used.

Most pupils behave well and conform to the expectations of our school.

We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils, thereby preventing serious breaches of school discipline and serious damage to property.

All school staff need to feel able to manage inappropriate behaviour, and to understand what challenging behaviours might be communicating. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention.

Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of the use of force to control or restrain them, including the nature of the intervention and the rationale for its use.

### **10. MINIMISING THE NEED TO USE FORCE**

In our school we aim to:

- create a calm, ordered environment that minimises the risk of incidents arising that might require using force
- use 'Footsteps to Success' approaches to teach pupils how to manage conflict and strong feelings
- de-escalate incidents if they do arise
- only use force when the risks involved in doing so are outweighed by the risks involved in not using force
- use risk assessments and positive handling plans for individual pupils

### **11. STAFF AUTHORISED TO USE FORCE**

- All teachers and staff whom the head teacher has authorised to have control or charge of pupils automatically have the statutory power to use force.
- In some circumstances, staff whose jobs do not normally involve supervising pupils and volunteers working with pupils will be authorised to be in control or charge of pupils and

therefore have statutory power to use force. In these cases, the head teacher or senior teacher will inform the teachers and other staff (with permanent authorisation) who has temporary authorisation.

## **12. DECIDING WHETHER TO USE FORCE**

In our school, authorised staff will only use force when:

- the potential consequences of not intervening are sufficiently serious to justify considering use of force;
- the chances of achieving the desired result by other means are low; and
- the risks associated with not using force outweigh those of using force.

School 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) by appropriate handover and liaison.

School staff would minimise the highest risks, for example by calling the police if a pupil suspected of having a weapon seems likely to resist a search.

## **13. USING FORCE**

Before using force, staff will engage the pupil in a calm and measured tone, making clear that their behaviour is unacceptable and setting out how the pupil could choose to change their behaviour.

The use of force will only be proportionate to the level of risk and will be reduced at the earliest possible time.

Staff will only use methods they are trained to use unless there is an extreme emergency and where there is no viable alternative.

Staff are advised they should not use force unless or until another responsible adult is present to support, observe and call for assistance.

## **14. STAFF TRAINING**

We can adopt the Team Teach approach to staff training – if it is deemed appropriate if there is a child who may experience challenging behaviour. Specific staff are fully accredited and update their skills/re-accredit every two to three years. Due to finances, staff are trained only when there is appropriate requirement.

We consider all staff to have a responsibility for pupil behaviour.

The Team Teach training includes de-escalation techniques which introduce the use of force at an appropriate time, based on a range of other options.

Staff working closely with pupils with SEN or disabilities will undertake risk assessments to inform decisions regarding levels of staff training required. These staff will also inform the circumstances in which the school will temporarily authorise staff or volunteers to have control or charge of such pupils.

## **15. RECORDING INCIDENTS**

We may, where relevant, record the incident using My Concern (online database for all child protection concerns). Previously, we completed log forms and save them on the P drive. We also

record all cases of the use of force to the Local Authority via the EEC system  
<https://www.eeclive.co.uk/public/plogon.asp>

## **16. REPORTING INCIDENTS**

The governing body will ensure “significant incidents” where a member of staff has used force on a pupil are recorded and reported to parents.

If it is likely reporting the incident will result in significant harm to the pupil, then the incident will be reported to Somerset Direct (Tel: 0845 3459122) or to the police.

We will take into account:

- a) An incident where unreasonable use of force is used on a pupil would always be a significant incident.
- b) Any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) would be significant.
- c) The use of a restraint technique is significant.
- d) An incident where a child was very distressed (though clearly not over reacting) would be significant.

Each parent or parents will be informed by the head teacher or senior member of staff of any significant incident when force has been used on their child, ideally by telephone as soon as practicable and then confirming the details in writing.

All incidents will be recorded and reported on the county EEC system  
<https://www.eeclive.co.uk/public/plogon.asp>

## **18. POST-INCIDENT SUPPORT**

Members of staff who have been assaulted may wish to report the incident to the police and/or seek advice and support from their trade union representative.

If staff or pupils have been injured, immediate first aid will be provided and medical help accessed, if necessary. Staff and pupils will also receive emotional support.

Letters to parents informing them about the use of force may be used to engage in discussion regarding future course of action. An Individual Behaviour Plan may be necessary to prevent and deal with any further recurrence of behaviour that could lead to the use of force.

If necessary our school will also inform local authority children’s services (Youth Offending Team; Educational Psychology Service; Child and Adolescent Mental Health Service; Social, Emotional and Behavioural Support Service).

Staff will aim to help the pupil to develop strategies to avoid repeating the difficult behaviour.

School will provide ongoing support for staff and pupils as long as necessary in respect of:

- a) physical consequences
- b) emotional stress/loss of confidence
- c) opportunity to analyse, reflect and learn from the incident

## **19. COMPLAINTS AND ALLEGATIONS**

Parents and pupils have a right to complain about actions taken by school staff including use of force. If a specific allegation is made against a member of staff, then our school will follow the guidance set out in “Safeguarding Children and Safer Recruitment in Education”  
<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/goodpractice/saferrecruitment/>

Other complaints will be dealt with via the school’s complaints procedure.

For further guidance see county policy on the use of force to control or restrain pupils.

## **20. MONITORING AND REVIEW**

The governing body reviews this policy annually. 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:..... Chair of Governors

Date .....