

Studfall Nursery, Infant and Junior Academy

Discipline and Behaviour Policy

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Leadership team date: **Sept 23**

Teaching and non-teaching staff date: **Sept 23**

Children date: **Sept 23**

Parents date: **Website Oct 23**

Update: annually

Last reviewed: Sept 23

Philosophy

Our schools insist that all people are equally valued and thrive at school.

National Developments

With the approval of the 2011 Education Act the Government has published several guidelines on aspects of behaviour and discipline. This policy has made reference to the following:

Keeping Children safe in Education 2023

Behaviour in Schools Guidance - Sept 22

Use of reasonable force - advice for head teachers 2013

Suspensions and Permanent Exclusions - May 23

The law requires a head teacher to set out measures in a behaviour policy which:

Promotes good behaviour, self-discipline and respect

Prevents bullying

Ensures that pupils complete assigned work

Regulates the conduct of pupils

AIMS

- The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so 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, safe and considerate way
- The school expects every member of the school community to behave in a considerate way towards others
- We treat all children fairly and apply this behaviour policy in a consistent way
- 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
- 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

- To foster and maintain good relationships with parents/ guardians and their children
- To create the best possible physical environment for our school
- To establish and develop clear routines and procedures which are followed by children, staff and parents
- To have both an individual and a collective responsibility for discipline and good behaviour throughout the school
- To monitor and evaluate our policy, modifying and updating as necessary
- To promote **good relationships** - we try to be aware of everyone's needs, to listen to and care for each other; and **an environment conducive to learning** - one which is calm yet interesting and stimulating
- To promote the professional development and motivation of all our staff (teaching and non-teaching) so that the school is an enjoyable and satisfying place in which to work
- To provide teaching which makes learning challenging and enjoyable, enabling pupils to realise their potential
- To manage our resources (human and material) effectively to promote the above aims

The above aims can only be achieved if all members of the school (pupils, teachers, other staff, parents/guardians and academy council members behave in ways which are acceptable to the school community as a whole. These acceptable forms of behaviour can be identified by listing the Rights and Responsibilities which all members of the school have.

Rights and Responsibilities

All members of the school staff and pupils have the following rights:

To come to school free from fear of bullying (physical violence, threats, intimidation, name calling)

To be treated with fairness, courtesy and politeness

To be listened to and taken seriously

To operate within a calm atmosphere

All members of the school have the following responsibilities:

To treat other members of the school with fairness, courtesy and politeness

To listen to others sympathetically

Not to lie or deliberately mislead

To assist in the maintenance of a calm atmosphere

To ensure that no bullying incident is ignored

As with any aspect of school life, the success of our policies and procedures depends on the development of strong links between school and home. One of the reasons for our success at the Studfall Academies is the exceptionally close and positive partnership which exists between parents/ guardians and teachers. Such a partnership is of utmost importance in developing our approach towards promoting positive behaviour.

Behaviour

Guidance on expected behaviour around the school is set out in Appendix 1

The class teacher discusses the School Philosophy with their class as this forms the basis for our rules. In addition, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. This way, every child in the school knows the standard of behaviour that we expect in our school.

We expect pupils to engage in non-violent, non-aggressive behaviour at all times.

We exercise a policy of zero-tolerance towards bullying of any kind.

Use of foul or abusive language is unacceptable.

All discriminatory remarks, slurs or comments are unacceptable. (I was only joking is not accepted as a defence.)

Pupils are expected to play in the playgrounds in a non-aggressive, non-threatening manner.

We also expect pupils to behave appropriately on the way to and from school. If an incident occurs during these times, we will follow the procedures outlined in this policy.

It is explained clearly to children that if someone does hit them or verbally abuse them, they should not retaliate. Rather, they must inform a supervisor, a teacher or other appropriate adult. We are legally and morally obliged to teach children non-violent, non-aggressive means to resolve conflicts. Pupils are informed that retaliation may well lead to a routine response to behaviour which does not reflect the school rules and policy against them, even if they were not the instigator of the problem.

No school can guarantee any parent that their child will not, at any stage of their school career, be the subject of poor behaviour from another pupil. However, we can guarantee any incidents brought to our attention will be investigated and appropriate action will be taken to deal with the problem.

Please be aware in certain circumstances it can be difficult to establish the true cause of a problem - particularly in a situation where we are dealing with one child's word against another. In such situations it is very important that we have parental support whilst trying to establish a fair and reasonable solution.

Early Years

Behaviour management in the Early Years is closely linked to the Personal Social and Emotional development area of the Foundation Stage curriculum. We also use Jenny Mosley's Golden Rules system - to establish clear and easy to understand expectations and how this is linked to positive praise and rewards.

In the Nursery children are taught to move around the environment safely and to play safely on the large and small apparatus. They learn there is a difference in movement from inside activities to outside. Children are encouraged to ask for help when it is needed in an appropriate way. They are expected to learn nursery routines and to work and play purposefully and co-operatively with other children. At group times children are expected to learn to sit quietly and listen and at all times to treat other children, adults and their environment with respect. During activities children are encouraged to share and take turns, care for equipment, help to tidy up and understand the outcome of their actions. Children are taught acceptable toilet and cloakroom behaviour.

The above behaviours and social skills are also reinforced during the Reception Year. Children are expected to work within an acceptable noise level to choose activities independently and to further develop social skills and manners. When children begin to stay to lunch the teachers are very involved in working with the mid-day supervisors to promote acceptable manners and behaviour. Children are encouraged and supported to develop independence and self-help skills.

When taking part in free-flow activities across the Foundation Stage children should be regularly reminded of their behaviour around the setting and monitored carefully.

Communicating with Parents / Guardians

For anything other than very minor incidents it is our policy to inform parents / guardians at an early stage. In this way, we can seek their help and support to resolve problems quickly. Our policy is to have schools with 'open doors' where parents are made to feel welcome and are encouraged to bring any problems, worries or concerns to the attention of class teachers and/or the head teachers. The child's class teacher will be happy to speak to parents/guardians informally about any issue and will be happy to arrange an appointment to discuss their concerns at a time mutually suitable for both parties.

Likewise, we are always happy to deal with concerns that a child has expressed to someone at home. We value parental interest, help and support both at home and in school and believe this to be an essential part of children's education and welfare. We recognise that pupil behaviour at home may differ markedly from pupil behaviour in school and will bear this in mind in any discussion. We feel it to be vital to involve parents/ guardians in the discussion about their child's behaviour at an early stage, not as a last resort.

Besides involving parents in discussion about unacceptable behaviour, we also place great value on communicating positive and constructive comments about children's work and behaviour. We share this information with families via Class Dojo and in person.

Rewards

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

Studfall Nursery and Infant School:

- Staff congratulate children
- Dojo points and/or stickers will be awarded for good work and good behaviour
- Certificates will be awarded biweekly for the most dojo points in a class and most improved amounts
- Star writer certificates and awards
- Children can share their achievements outside of school at a regular assembly.
- Every term lunch supervisors mark their classes for agreed behaviour to be awarded the Margaret Buckland Shield.

Studfall Junior School

- Staff congratulate children
- Each week we nominate a child from each class, numeracy and literacy set to be Star of the Week for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- Dojo's are given for a variety of reasons for example good behaviour, work, effort and manners. A maximum of 5 to be given at one time.
- Each term children take part in a Dojo award assembly by invitation for achieving the most Dojos in their class or year.
- Other rewards may be used on occasion. We will ensure consistency across year groups.

During whole school assemblies the schools acknowledge all the efforts and achievements of children, both in and out of school, for example, music or swimming certificates.

Routine responses to behaviour which does not reflect the school rules and policy

The school employs a number of routine responses to behaviour which do not reflect the school rules and policy to ensure a safe and positive learning environment. We employ each routine response appropriately to each individual situation.

A response to behaviour may have various purposes.

These include: • **deterrence**: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school. • **protection**: keeping pupils safe is a legal duty of all staff.

A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk. •

improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

We expect children to listen carefully to instructions in lessons. If they do not, 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, we may ask them to redo a task.

If a child is disruptive in class, the teacher reminds them of the standards of behaviour expected. If a child misbehaves repeatedly, we may guide the child from the rest of the class until they calm down, and are in a position 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, the class teacher stops the activity and may remove a child from a session (with the support of colleagues) - or remove children if it is unsafe for them to stay.

In some instances it may become necessary for the class teacher to seek the support of their colleagues in dealing with disruptive or uncooperative children so that nobody is compromised. **To assist with this the following procedures have been put in place:**

[Refer to Appendices 2, 4 and 5]

If a child threatens, hurts or bullies another pupil, the class teacher records the incident on a blue form and will inform the family of the child. This must also be recorded on our CPOMS system. Serious incidents of behaviour are recorded on CPOMS and SIMS (where there has been an exclusion)

All logs will be on CPOMS at both schools. Teachers and members of staff should record all incidents where they have spoken with parents/ guardians and when help has been sought from colleagues. Staff will be trained in how to use this system.

If a child threatens, hurts or bullies another pupil then the class teacher will seek the advice and support of a senior member of staff. For serious incidents the headteachers will need to be informed and the incident will be recorded in their behaviour log and may also be recorded on the local authority recording system. These incidents will also be recorded on our CPOMS system.

If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/guardians and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The school does 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. (Please refer to the anti-bullying policy)

The majority of our pupil behaviour problems are of a minor nature. Mostly, they can be dealt with on the spot. However, we have a range of strategies for dealing with more serious and/or persistent misdemeanours.

If a child is violent and theirs or others safety is at risk then they will need to be removed to a time out area until they calm down. This may involve some sort of restraint or restriction - please see Appendix 6 restraint guidance (Parents/ guardians would be contacted at this stage)

Before applying any routine response as set out in appendix 2, 4 and 5, every effort will be made to investigate the issue in a fair and appropriate manner.

For anything other than minor incidents, the class teacher keeps a written record of the problem and any action taken and records on CPOMS.

Our overall approach is based on encouraging children towards self-disciplined behaviour. Children who behave inappropriately have the consequences of their actions explained to them and are expected to consider the impact of their behaviour on others. Sometimes this can be achieved by completing a reflection sheet. This is done in discussion with the class teacher or other appropriate adult.

In some circumstances children may be moved classes and or groups as a result of behavioural issues. Parents/ guardians would always be consulted about this before any moves happen.

Restorative Approaches

This is a philosophy that we wish to reflect in our behaviour policy. This approach emphasises the importance of the victim - or the person who has been harmed in an incident rather than the perpetrator.

Restorative processes bring those harmed by crime or conflict and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. RJC 2012

This builds on from our 'enabling conversation'. Whilst we would endeavour to seek clarity about an incident there may be times when this is extremely hard to do. A disproportionate amount of time can also be spent on the wrong doer.

A restorative approach involves the individual/s harmed to have a more proactive input after it has been established that an incident has taken place.

Victims should be asked what they consider to be an appropriate sanction for the harm that has been done. This also involves / assumes a knowledge of agreed sanctions within our schools.

It is also important that (with their permission) the victim is able to make the perpetrator aware of the harm that has been done to them. This would be done with the support of staff.

This approach is also shown in classes at KS1 and 2 where a class circle is used to solve whole class problems which could involve low level behaviour concerns.

Malicious allegations against staff

If an allegation is shown to be deliberately invented or malicious, the headteacher, principal or proprietor should consider whether any disciplinary action is appropriate against the person who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if they are not a pupil. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.

6 Bullying

Please refer to our Anti-bullying policy for more detail.

Bullying is defined as persistent verbal or physical assault of one pupil by another.

As already mentioned, we maintain zero-tolerance of bullying behaviour in this school. In school we make it clear to all pupils that if they are being 'picked-on' or bullied in any way they **MUST** tell an adult.

If bullying behaviour is identified, the following steps will be taken:

- * Parents / guardians of both the bully and the person who has been bullied will be informed / involved in any action taken.
- * Routine response to behaviour which does not reflect the school rules and policy (as described above,) will be employed against the bully and strategies will be developed to remedy their behaviour.
- * The person who has been bullied will be offered all practical means of support / counselling / reassurance within school, in cooperation with the wishes of parents / guardians.

- * Please note that the Routine response to for bullying (as defined above,) will be more severe than those used for incidents of rough horseplay or, say, an isolated example of name-calling.

7 The Role of the Class Teacher / Teaching Assistant

Use guidance as set out in appendix 3

It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner during lesson time. This is part of the Teacher Standards.

The class teachers in our schools 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. Raising expectations can help a child achieve.

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.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. This is really helpful as it can be used to monitor triggers and inform other

professionals etc. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher follows procedures outlined in **Appendix 2, 4 and 5 and also refers to the whole school behaviour plans.**

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.

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 will also contact a parent/ guardian if there are concerns about the behaviour or welfare of a child.

The teaching assistants are also familiar with the behaviour expectations within the school and support the class teacher in all of the above areas.

The admin staff and lunch supervisors are also familiar with the behaviour expectations within the school and support the class teacher in all of the above areas.

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. Teachers in our schools do not hit, push or slap children. Staff only intervene physically to restrain children 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.

Staff will use enabling questions to help a child think through solutions, consequences etc. **See Appendix 6**

8 The Role of the Principals

It is the responsibility of the head teachers, 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 head teachers to ensure the health, safety and welfare of all children in the school.

The principals support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The principals keep records of all reported serious incidents of misbehaviour. These records are passed on to relevant professionals and to subsequent schools.

The principals have the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the principals may permanently exclude a child. Both these actions are only taken after the Trust has been notified. A pupil can be suspended or excluded only in response to serious breaches of a school's behaviour policy. (Suspensions and Exclusions guidance - May 23)

School leaders are expected to :

The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

9 The Role of Parents/ Guardians

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

On entry to school, families are asked to sign and agree a home school agreement - which outlines expectations of behaviour.

We explain the School Vision in the school prospectus, and expect parents/ guardians to read and support this as our code for behaviour.

We expect parents/ guardians 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/ guardians immediately if we have concerns about their child's welfare or behaviour.

If the school has to use a reasonable routine response to behaviour which does not reflect the school rules and policy as consequences for certain behaviour, parents/ guardians will be informed as soon as possible and expected to support the actions of the school. If parents/ guardians 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 principals. If these discussions cannot resolve the problem, a formal complaint can be made - information on how to do this is available on the schools website.

Appendices

Appendix 1

Caring For the Physical Environment

Children will be encouraged to:

- take care and pride in their school, its equipment and property
- report any damage or graffiti to members of staff as soon as possible
- keep to designated areas both inside and outside the building
- ensure working areas are left tidy before leaving

Teachers will:

- maintain a tidy, uncluttered classroom
- ensure an interactive display is maintained within the classroom
- ensure children know that their work is valued by maintaining attractive displays
- will keep a tidy staffroom, corridors etc

Parents/ guardians may be asked to contribute towards the cost of wilful damage caused by their children.

Class Areas

Children will be encouraged to:

- listen to each other
- speak politely and at a reasonable volume
- be silent when asked
- respect each other's work
- respect each other's strengths and weaknesses
- move about class areas sensibly and safely
- keep class areas and cloakrooms clean and tidy and respect the tasks of the cleaning staff
- respect all adults in the classroom
- use toilets in a sensible and hygienic manner
- request permission to leave the class area
- eat lunch and snack in class sensibly and tidy up afterwards
- use equipment safely, replace equipment tidily and report damage

All adults will maintain a good working atmosphere, encouraging and praising good behaviour.

All adults will ensure children are not left unsupervised.

Corridors

Children will be encouraged to:

- walk quietly
- hold doors for others
- be sensitive to the needs of all visitors who visit/use our school
- respect displays in corridor areas
- walk around the school on the left hand side

Hall

Assembly:

Children will be encouraged to:

- to leave class areas quietly
- during whole school assemblies sit in class lines
- arrive in assembly prepared to listen
- not to talk in assembly unless requested during the course of the assembly
- to leave hall in the same manner as entering at the direction of an adult

Lunchtime in Class

Children are requested to:

- observe displayed rules
- show respect for each other and the lunch supervisor
- keep noise to an acceptable level
- observe basic table manners
- not share or waste food
- check table and floor for litter
- replace lunchboxes tidily
- try and eat a healthy lunch
- during wet breaks only use already identified equipment (computers mustn't be used)

Staff will encourage children to play out in most weather (as much as possible)

There is a lunch communication book between teacher and lunch supervisor at KS2 and verbal communication is important at both schools.

PE

Children are requested to:

- handle and store equipment safely and correctly as directed by the adult
- wear appropriate dress (if using trainers with laces, they must be tied up correctly)
- wear no jewellery. Parents/ guardians are responsible for sending in tape if ears have been newly pierced.
- move about safely, avoiding physical contact with others unless specifically directed otherwise by the teacher

Adults will encourage a quiet, controlled atmosphere to the activity and ensure children's safety at all times.

Children will be advised on weather and whether they should have a coat or not but this will not be enforced. However, if the weather is very hot the risk of sunburn is too great therefore children will be encouraged strongly to wear sun cream and a hat.

Playground and Playing fields

Children are requested to:

- keep within designated boundaries and path ways
- keep away from shrub areas
- not to climb fences, trees or benches
- use litter bins appropriately
- not to enter the building without adult permission
- use designated toilet areas
- engage in constructive, non-violent play and respect the play of others
- if feeling stressed or starting to feel angry may have time out with an adult
- at the end of break the bell will ring, children must stand still and stop talking with raised hands (children in wheel chairs will begin to head to doors) on the blow of the whistle children will walk to line

Rewarding good behaviour

Adults are requested to:

- speak to children with respect
- avoid shouting
- give Dojo points or a reward which means something to the child
- Keep a track of children who are sent up for awards, it is important to celebrate everyone in their time at Studfall.
- Give rewards regularly but not too much that children do not wish to try and earn them (i.e. don't devalue their purpose)
- Celebrate children with other adults, in year group, previous teachers, new staff, principals etc...

Appendix 2

Strategies employed:

It isn't acceptable to shout at a child and use negative language. It is essential that we all try to use positive language and focus on the good actions.

FINDING CHILDREN BEING GOOD

It must be made clear that it is the 'behaviour' not the child that is the problem.

Minor mis-behaviour

- Try to discuss issues with both parties involved – ask the victim what has happened and once it has been established that something has gone wrong involve the victim in identification of a sanction from our agreed sanctions. Ensure the feelings of the victim are valued and discussed. (see more detail on enabling sheet)
Focus on the behaviour not the child
- Consequences should reflect the incident; give children opportunities to succeed e.g. earning points for good behaviour to receive a reward etc.
- Children should have some break time during a school day, it is important for their learning and their behaviour to be active during the day
- Verbal reprimand
- Letter of apology from the pupil or other suitable written task
- Time-Out (In the classroom, this may mean sitting on their own for a specified period of time.)
- Give a reflection **(NO SAD FACES OR CLOUDS)**
- Exclusion from a class treat or a special event
- Exclusion from the playground at break or lunch-time (teachers must make this decision)
- Children may also be asked to stay in at break or lunch time to complete work not done in class
- Headteachers may be informed of some persistent minor mis-behaviour but they will not be involved at this minor level

Difficult behaviour

If a child exhibits persistent behaviour problems, an Individual Education Plan (IEP) or a behaviour support plan will be initiated. This is drawn up in consultation with the class teacher, the Special Educational Needs Coordinator, the Principal and the parents/ guardians. The outcome of such a plan may be to begin a daily report sheet (signed by teachers and parents / guardians each day,) set targets for improvement and/or draw up a contract between the school, the pupil and the parent / guardian. A social skills programme, social story etc. may be set up

- It may also be necessary to enlist the help of outside agencies such as the Educational Psychologist

- The Principals reserve the right to initiate formal suspension and exclusion procedures as per regulations prescribed by Northants County Council
- The learning mentors using 'solution focused' approach, or similar programmes may be put into place to prevent disaffection or exclusion
- Routine response to behaviour which does not reflect the school rules and policies should be for a limited time they serve no purpose if no-one can remember the reason for the Routine response to behaviour which does not reflect the school rules and policy

Pastoral Support Plans (PSP)

These are plans that are put into place for children who are at risk of exclusion from school. These plans involve senior leaders in the school, families , learning mentors and may involve outside professionals .

Targets set in these plans should be precise and measurable.

Appendix 3

Staff

- All colleagues to be aware of behaviour, language and attitude of children whilst moving around the school and in playgrounds.
- Politeness and consideration for others is paramount, the messages which colleagues convey in their own manners and behaviour is critical in this.
- Where a child is presenting discipline problems, arrangements with colleagues to isolate the child (with work) may be made.
- PLEASE **do not** send children to the office, first aid area or outside the staff room as a punishment. Make arrangements with colleagues if a child needs time out.
- Children who work in a corridor should be there for positive reasons and be trustworthy and able to work sensibly without direct supervision but please have door open for safety reasons.
- If you are experiencing difficulties with a child's behaviour it is vital that you put your concerns in writing and discuss your concerns with team colleagues, the SENCO, parents / guardians and with the head teachers.
- Decisions/arrangements regarding children going to SENCO (SJS) or to the principals or deputies need to be made in discussion with the relevant people.
- Use the whole school 'consequences' strategy to manage inappropriate behaviour.
- In the event of a **serious incident** please send a red card with class number on, down to reception and assistance will be sent.
- Our Learning mentors are available to discuss concerns raised by colleagues, parents/ guardians or children.

Appendix 4

Expectations at both schools

Class Expectations

1. Be on time.
2. Keep the noise level appropriate to the task.
3. Stay on task.
4. Follow instructions the first time they are given.
5. Listen carefully.
6. Put hand up for attention.
7. Keep things tidy.

Around the School Expectations

1. Always walk sensibly, on the left hand side, indoors.
2. Respect other people's feelings.
3. Look after all property and keep our school tidy.
4. Keep to the task you set out to do.
5. Keep noise levels appropriate.
6. Use toilet areas correctly.
7. Be in the right place at the right time.

Routine response to behaviour which does not reflect the school rules and policy (SFJ)

1. Reminder of correct behaviour.
2. Warn/remind again of correct behaviour or name on board
3. Name on board (this is still a chance to correct) NEVER send a child to write their name.
4. Name on board plus 1.....5 minutes reflection.
5. Name on board plus 2.....10 minutes reflection
6. Name on board plus 3.....15 minutes reflection
7. Contact home.
8. Discussion with team
9. Discussion with SENCO
10. Discussion with head teachers.

Appendix 5

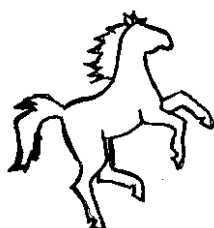
AN ENABLING CONVERSATION

- by invitation only e.g. you seem very angry at the moment, when you are ready come and talk to me about what happened
- no misbehaving during it e.g. if child not ready to talk then it is important that you allow the time this could mean having a conversation the next day
- Ask open questions not closed e.g. Did you hit? The only answers are yes or no. Much better to say tell me in your own words what has happened'
- Respond with nods and grunts at this point, it is not appropriate to make value judgements
- Have reflective listening:
 - words
 - meaning
 - feeling

- Active listening:

What are **some** of the things **you** could do about that?
What else could you do?
What do you think might happen if you do that?
Is that what you want?

APPENDIX 6



Our School Policy On Physical Restraint

1:1 Legal Framework

Physical Restraint should be limited to emergency situations and used only in the last resort. Under the Children (NI) Order 1995, it is only permissible as described under the heading "Physical Control".

Article 4 of the Education (N.I.) Order 1998 clarifies powers that already exist in common law.

It enables teachers and other members of staff in the school, authorised by the Head Teachers, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

1:2 What does it mean to restrain a child?

Physical restraint is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. The proper use of physical restraint requires skill and judgement, as well as knowledge of non-harmful methods of restraining.

1:3 Why use restraint

Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm them or others. Physical restraint skilfully applied may be eased by degrees as the child calms down in response to the physical

contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

2:1 General aims

The staff at Studfall Schools recognises the use of reasonable force is only one of the strategies available to secure pupil safety/well-being and also to maintain good order and discipline.

Our policy on the use of reasonable force is part of our overall behaviour policy.

2:2 The aims.

- ◇ To protect every person in the school community from harm
- ◇ To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful
- ◇ To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations
- ◇ To give full support to staff who have been assaulted or have suffered verbal abuse from pupils or others

3:1 Risk Assessment

Although most young people at Studfall Schools will never require any form of physical restraint, staff may have to deal with some young people who exhibit disturbed, distressed and distressing behaviour. It is therefore necessary to carry out risk assessment.

We will attempt to reduce risk by managing:

- ⇒ The environment
- ⇒ Body language
- ⇒ The way we talk
- ⇒ The way we act

3:2 Environmental Risk Assessment

We will complete a risk analysis within the school and put in place strategies to minimise these risks in identified locations.

3:3 Individual Risk Assessment

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, it is our intention to plan how to respond if the situation arises. Such planning needs to address:

Managing the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary);

Involving the parents to ensure that they are clear about the specific action the school might need to take;

Briefing staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance);

Ensuring additional support can be summoned if appropriate.

4:1 Procedures

In the event of physical restraint having been used it is important to consider the strategies, which are deemed acceptable, and the recording procedures that should be in place.

WHO MAY RESTRAIN?

- Everyone has the right to use reasonable force to prevent an attack against themselves or others, whether they are formally authorised or not.
- However it is advisable that physical intervention should in the main be carried out by the leadership team or trained individuals.
- The police should be called if a threat of violence cannot be contained

4:2 Action Steps:

Follow school policy and try to de-escalate the situation.

All staff need to be aware of strategies and techniques for dealing with difficult pupils and steps which they can take to defuse and calm a situation:

- Move calmly and confidently
- Make simple, clear statements
- Intervene early
- Try to maintain eye contact
- Talk about anything of interest to the child
- If necessary summon help before the problem escalates

- Remove audience from the immediate location

If the child continues to be difficult and you feel that the child, other children, property or yourself is in danger of being harmed send a red card.

Whilst this is happening make decisions regarding the situation:

- a) if appropriate remove the rest of the children to a safe place
- b) It may be possible to coax the child away from other children
- c) Await trained staff

Trained Staff:

Studfall School have members of staff trained by Price trainers

- Where possible try and have two members of trained staff
- Try again to check to see if can avoid restraint (where possible just monitor and watch sometimes the situation can calm down given time)
- Continue to communicate with the pupil throughout the incident;
- Make it clear that restraint will be removed as soon as it ceases to be necessary;
- Appropriate follow-up action should be taken, which may include:
- Providing medical support
- Providing respite for those involved

THERE ARE SITUATIONS WHERE STAFF SHOULD NOT INTERVENE WITHOUT HELP:

1. a physically large child
2. more than 1 child
3. when the adult believes that he/she may be at risk of injury

*** A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem.***

4:3 Recording

Staff should record all incidents of restraint in accordance with School Policy and report these to the Headteachers. This will be done in a bound and numbered book kept in the Heads Office and on our CPOMS systems. From Sept 22 – forms SGF11 – on our CPOMS system will replace our bound and numbered books.

Details should include:

Name of pupil(s)

Staff member(s) involved

Factors necessitating physical intervention

The strategies which were employed prior to using physical intervention

How physical intervention was affected

Outcome of restraint

Any other action taken in the management of the incident

Parents/carers should be contacted as soon as possible and the incident explained to them. This action should also be recorded.

5:1 Complaints

We all have a duty of care to the young people in our school and cannot escape our legal responsibilities by avoiding taking appropriate and necessary action. Involving parents when an incident occurs with their child, together with a clear policy adhered to by the staff, and should help to avoid complaints from parents / guardians. It will not prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.

Staff, subjected to physical violence or assault, have the right to be supported in making a formal complaint to the police and, if necessary, taking private action against an assailant.

It is our intention to inform all staff, pupils, parents/ guardians and governors about these procedures and the context in which they apply.

We will review this policy on a yearly basis.

Remember that adhering to the principles and procedures referred to in this policy statement is part of effective practice and should minimise risk to young people in our care and enhance our own self-protection.

6:1 Statement for Parents/ Guardians

In keeping with our home/school partnership, we will inform all parents/guardians of our policy on Physical Restraint. The statement will be included in the school prospectus and on the school website.

WHOLE SCHOOL BEHAVIOUR PLAN (Studfall Junior School)

If any adult or child is in danger of being hurt. Or if you can't continue the lesson. If they walk out of class just inform reception and they will notify relevant people.

Child Misbehaves

Routine Response

Aggressive or violent

- 1) reminder of the rules
- 2) Warning/chance
- 3) Name on the board
- 4) Name +1 (5 mins)
- 5) Name +2 (10 mins)
- 6) Name +3 (15 mins and discussion with parent by Phone or when they pick up child) This will need To be recorded on blue form.

7) Discuss with team and feedback in team book and blue form

If child is in regular at this point need to take steps 7 and 8

8) Discuss with parents now face to face chat

9) Referral by correct forms to Learning Mentors/SEND CO

10) Class teacher discuss with leadership/head teachers

RED CARD

Remove class to safe area

Each child at this point will require Individual response. A behaviour plan will be put into place.

Reflection duty is held every day in a classroom in infant academy and mobile at the junior academy all playtime. This is where the +1 and +2 sanctions are addressed. A child with a +3 would spend last 5 mins with headteacher or

WHOLE SCHOOL BEHAVIOUR RESPONSE SFI

When dealing with children's behaviour - use a calm approach - our enabling conversation - distraction is also a good strategy

Routine Response

- 1) Reminder of the rules
- 2) Reflect and review - think about the right thing to do
- 3) Time to think and other strategies used - a walk to discuss
- 4) Discuss with colleague if some time out needed.
- 5) Loss of playtime / Golden Time and discussion with parent by phone or when they pick up child) This will need to be recorded on CPOMS
- 6) Discuss with team and feedback via CPOMS
- 7) Discuss with parents now face to face chat - meeting, discussion
- 8) Referral to Learning Mentor - must have parental consent
- 9) SLT / Principal to meet with family - IEP, Behaviour support plan etc

Child Misbehaves

If behaviour involves another child - discuss the behaviour with both children. Apologies are important - with support and discussion

Aggressive or violent

RED CARD

Remove class to safe area- SLT will support

Children at this point will require the support of SLT / Learning mentor. A bespoke response will be needed and lagged on CPOMS

If any adult or child is in danger of being hurt. Or if you can't continue the lesson. If they walk out of class inform reception (via red card) and they will notify relevant people.

