

Behaviour and Discipline Policy

Lodge Lane Infant School (Academy)

This policy was approved by the Local Governing Body on:-	13 th November 2017
The policy owner is:	Headteacher
This policy will be reviewed by the Local Governing Body in: (unless earlier review is recommended by the Trust)	2018-19
Policy Version:	V3 October 2017
Signed by the Chair of the Local Governing Body:-	Miss Michelle Cole
Ratified by the Board of Trustees	
Signed by the Chair of Trustee Board	Mr John Smith

Article 28

To ensure that school discipline is administered in a manner consistent with the child's human dignity.

The United Nations Rights of the Child (1989)

Contents

	Page
1 – Aims and Introduction	4
2 – Whole School Approach – High Expectations and Consistency	6
3 – Logical Consequences and Challenging Behaviours	12
4 – Positive Adult Language	15
5 – Inclusion: Positive Handling and the Exclusion Process	18
6 – Monitoring, Recording and Sharing Concerns	23

Part One – Aims and Introduction

Overall Aims

- *To outline the school's views and beliefs on behaviour*
- *To promote positive behaviour for learning and enable children to develop self-discipline*
- *To establish consistent expectations, and clear and transparent response procedures*

Specific Aims

- *To outline a whole school approach to developing positive behaviour*
- *To establish expectations for acceptable behaviour and outline unacceptable behaviour*
- *To outline agreed whole school and class routines*
- *To develop strong and supportive relationships*
- *To promote a sense of belonging within the class and school community*
- *To promote effective and positive adult language*
- *To establish clear procedures for addressing unacceptable behaviour*
- *To outline proactive support systems for children with challenging behaviours*
- *To establish protocols for positive handling and physical intervention*
- *To ensure the safety of every member of and visitor to the school*
- *To identify signs which may indicate when children are not meeting or coping with school expectations*
- *To outline procedures for managing exclusions*

Introduction

This policy outlines the school's beliefs and procedures which help children work within agreed values and expectations, and to become successful learners.

The school's systems for promoting positive behaviours and our response to unacceptable behaviours are guided by the following understanding and beliefs:

- Children have the right to feel safe and their learning should not be impacted adversely by the choices of other children.
- 'Behaviour' describes the decisions and actions of an individual; both positive and negative
- Behaviours are the outcomes of a child's social and emotional development
- 'School discipline must be administered in a manner consistent with the child's human dignity' Article 28, UN Rights of the Child.

The school's core values are:

- Respect
- Responsibility
- Dignity
- Equality
- Rights

With regard to promoting positive behaviours we believe these mean:

Respect

- Having regard for the wishes, feelings and rights of others

Responsibility

- Making choices which give both self and others the best possible outcomes

Dignity

- Treating people with respect and protecting their sense of identity and self-worth

Equality

- Demonstrating a sense and understanding of fairness and rights

Rights

- Things which everyone should have or be able to do

We believe the strategies used to nurture successful behaviours and self-discipline should promote and foster these values and protect in particular, a child's dignity and their sense of self-esteem.

The cornerstone to developing positive behaviours for learning and self-discipline are in achieving consistency and high expectations. All members of staff are expected to support, promote and work within this policy as its success lies within a whole school approach.

Part Two – Whole School Approach

High Expectations and Consistency

Specific Aims

- *To establish expectations for acceptable behaviour and outline unacceptable behaviour*
- *To outline agreed whole school and class routines*
- *To promote a sense of belonging within the class and school community*

Developing and maintaining high expectations and consistency are the two most important factors in achieving high standards of behaviour and enabling children to develop high levels of self-discipline. Children need to understand expectations for their behaviour and conduct, and these must be reinforced by all members of staff. The following outlines the school's approach to embedding these two principles.

Whole School Rules

The purpose of whole school rules is to establish expectations for behaviour. They must be displayed around the school, in every classroom, and should be referred to when reinforcing and correcting unacceptable behaviour. Our school rules define the behaviours and expectations which we believe will help achieve a school based on our core values.

Our School Rules are:

- Be kind, helpful and polite to everyone
- Always try your best in everything you do and help others to do the same
- Follow the Eco-code and keep our school tidy, clean, safe and green

Class Rules and Hopes and Dreams

At the beginning of each new school year children establish the rules for their class. Whilst linked to the whole school rules, class based rules are created from a discussion on what children would like their class to be like. By shaping their 'Hopes and Dreams' for the year they naturally shape expectations which will help them to achieve these. These are displayed within the classroom and revisited and reviewed during the year, or as needed.

Teaching rules and making expectations explicit

Children come to school having experienced a wide range of expectations within their lives and we cannot assume they will know 'how to behave' or what is expected of them. Therefore rules, expectations and routines must be made explicit at the beginning of each year. To aid this process, school routines are in place to ensure consistency is achieved as children transition into different classes.

At the beginning of each year the expectations and routines need to be refreshed and taught. Expectations for whole school, class rules and routines will need to be revisited and refreshed throughout the year, especially after longer holidays. It is essential all staff model whole school and class routines.

Expectations for behaviour

The whole school rules provide an overview of expectations for children's behaviour. Here are some specific examples of expectations within these rules:

Be kind, helpful and polite to everyone

- Be friendly to other people
- Help other people
- Listen when other people are speaking and do not interrupt others
- Hold doors open for people
- Take part in tasks and jobs, even when they are not your responsibility
- Play games which are appropriate; other children should not get hurt in games. Rough games and play fighting are not allowed

Always try your best in everything you do and help others to do the same

- Try hard when you are learning
- Join in activities
- Listen carefully in lessons
- Demonstrate and develop effective listening skills – sit still and show good eye contact
- Do not waste time in lessons
- Do not disturb other people when they are learning

Follow the Eco-code and keep our school tidy, clean, safe and green

- Take care of your own items
- Hang your coat on your peg
- Keep your book bag in your drawer
- Pick up coats and items on the floor and hang them up – *any peg is better than the floor*
- Walk on the left of the corridor
- Move quietly around the school
- Use the colour coded bins
- Walk to class lines at the end of playtime and lunchtime

Unacceptable behaviour

We define actions and interactions which affect the safety, wellbeing or learning of other people at school as unacceptable. Below is a list of what the school considers to be unacceptable behaviours, it is not intended to be a definitive list:

Low level behaviours	Serious behaviours
Calling out and disrupting learning	Deliberately hurting another child e.g. hitting, kicking, scratching
Not trying hard or wasting time in sessions	Deliberately hurting an adult
Ignoring other people or being disrespectful	Fighting
Not following school rules	Swearing
Not sharing	Taking possessions away from other people or stealing
Being unkind eg using unkind words or an unpleasant tone of voice	Spitting
Rough play	Damaging school property
	Consistently ignoring instructions
	Any repeated low level behaviour

Incidents involving behaviours described in the ‘Serious behaviours’ above, or consistent low level behaviours, must be referred to the headteacher, or a member of the leadership team, in their absence. Please see Part Six for the school’s policy on informing parents of incidents of unacceptable behaviour.

We acknowledge and understand some children with diagnosed special educational needs, or those which are being investigated and explored, may find working within school expectations more difficult. In these circumstances school staff will work in partnership with parents and wider agencies to provide the support and structure appropriate to enable the child to be successful and to safeguard the wellbeing of other children.

We define bullying as *‘repeated behaviour (within a short time scale) against the same children or the same child frequently using unacceptable behaviour to intimidate or hurt different children’*. Procedures are in place for quickly dealing with any incidents of bullying (see Anti-Bullying policy).

The school is committed to the equality of all children and adults and behaviour that is believed to be racially motivated is not tolerated. Any incidents thought to be racially motivated must be dealt with by the headteacher. All racially motivated incidents are recorded and monitored separately and they are reported to the LA under current guidance (see the **Race Equality and Equal Opportunities Policy** for further details).

All incidents which are considered to be serious are recorded in the school’s behaviour records. These are completed by the headteacher, or most senior member of staff in their absence. The records are stored securely within school.

Whole School and Class Routines

Children thrive when they feel safe and secure; by following agreed routines children experience greater consistency which helps to achieve this. All routines must be taught at the beginning of the year and then refreshed during the year, or whenever necessary. All staff must follow and model these routines:

Beginning of day routines

The beginning of the day offers an opportunity to welcome children into school. Ordinarily the class teacher should stand at the classroom door to welcome children in and take any messages from parents; these must be recorded in a place on a whiteboard by the classroom door so any member of staff can see them at the end of the day. Children should be encouraged to independently organise their things and prepare for the day.

Children with school council responsibilities should collect their badges or jackets. The register should be complete and submitted at 9am. Any children who arrive after 9am should be signed in at the office.

Playtime routines

In normal circumstances, classrooms should be left tidy before children go outside. Once ready, children must walk quietly out to play, going to the toilet if needed. All children should routinely wear coats between November and Easter.

At the end of playtime, the teacher on duty will inform other staff the whistle is about to be blown. When the whistle is blown the teacher should raise one hand; all other staff and children are to copy this action. The children should not be sent to line up until all children are quiet; all staff should monitor and remind children to look and listen at this point. Any children sitting down must stand up.

Once quiet the teacher on duty will indicate children may walk to their line, all staff on duty should stand still for the first few moments to remind children to walk. Once all children are lined up the teacher on duty must blow the whistle again to indicate all children to stand quietly without talking until they are collected by their teacher. Children should walk back to their class quietly.

Lunchtime routines

The end of lunchtime routine is the same as that for playtime. Children have greater independence at lunchtime therefore it is important expectations for walking quietly and safely through the school are embedded quickly. All staff must remind children during lunchtimes to reinforce this expectation. At the end of lunchtime the Playpals should tidy away the toys. Only children in the Playpal team should carry out this task and these children should be reminded to wear their jacket to make this easier to monitor.

End of day routines

At the end of the day the children must be seen out of the classroom door safely. Children should get ready to go home with sufficient time to ensure they can do this calmly and collect all of the items they need. Any letters given out should be given to children so they can be placed in their

book bag. Water bottles and jumpers should be sent home every day as should book bags so reading and spellings can be practised.

At 3pm, the teacher (or adult in charge) should call children to the door once their parent / carer has been seen; children must not line up a table at a time. During this time, other children should wait quietly. If a child is collected by an adult not on the child's SOS list or within parental permission, the child's parents must be contacted to gain consent. Please call the headteacher or a senior member of staff immediately if contact cannot be made.

Whole school and class based 'quiet attention' signals

Stop signals are used to avoid raising voices or modelling shouting to gain attention. The whole school stop signal is to place one hand in the air. Children are expected to copy this until it is quiet; staff should avoid using verbal reminders to reinforce this routine whenever possible. It is essential no adults talk during the signal and that any other activities being carried out by staff eg lunchtime staff clearing tables, stop at the same time.

At lunchtime, due to the busyness of children eating, etc, the stop signal is initially indicated by ringing a tambourine.

Each class has their own stop signal which is chosen by the teacher and introduced at the beginning of the year. As they vary from class to class, they need reinforcing at the beginning of each year so children can learn to recognise them. It is essential that whenever the stop signal is used, the adult does not continue or speak until all children have stopped and are looking. The stop signal only needs to be used when there is a level of noise in the classroom which an adult would have to otherwise raise their voice over the children to gain their attention. If the class is working quietly and attention can be gained without the need for this, eg during a Big Write session, the stop signal does not need to be used. Equipment or instrument used for the stop signal must be stored where it can be accessed by any adult in the room and it should not be used by children at any time.

Walking around school

Children are expected to walk quietly on the left of the corridor at all times. This expectation maintains safety within the school and promotes a calm environment. Upholding this expectation must be carried out by all staff, especially during lunchtime when children have finished their lunch. If children are running or are noisy, they should be asked to return to their starting point and walk appropriately / quietly (see Part Five – Logical Consequences)

Coming into and leaving assemblies

Assemblies offer a significant opportunity to reinforce expectations to the whole school on a regular basis. Children are expected to walk to the hall without talking and should not leave their classroom until they are quiet. Children sit in lines around the edge of the hall. Children on the back row should leave a space whenever possible to allow an adult to walk behind the class and stop children leaning on the wall. Once sitting they should wait without talking. Adults should sit where they can see their class in order to support expectations as needed.

On leaving the hall, children should stand up and lead out one row at a time, front row first. They should walk back to their classroom without talking, reinforcing corridor expectations. A member of staff should stay in the KS1 corridor to remind children of expectations as needed. It is the role of the assembly leader to ensure someone carries out this role.

Changing for PE

Children should be taught to change for PE in a systematic way to avoid time being wasted and clothes being lost. Children in reception and year one should place their school clothes inside their PE bag once they have changed. Whenever possible children should change at a table space. Children in year two should change and fold their clothes over their chair. Children should change for PE without talking to avoid time being wasted and to help them prepare for the lesson in a calm manner.

Toilet routines

Children must wear a *Toilet Pass* whenever going to the toilet. If children are seen without a pass they must be reminded to use these. If a whole class needs to use the toilets at the same time eg before lunch or a school visit, the passes do not need to be used, however, toilets should be supervised during these periods.

Part Three – Logical Consequences and Challenging Behaviours

Specific Aims

- To establish clear procedures for addressing unacceptable behaviour – logical consequences
- To outline proactive support systems for children with challenging behaviours

For most children, high expectations, the correct conditions for learning and an engaging curriculum will help them to make self-disciplined and appropriate choices at school. However there will be occasions when children are unable to maintain agreed expectations; this may vary from low level disruptive behaviours to more serious behaviours.

The following practice helps children to develop positive behaviours:

- Consistency
- Clear expectations
- Positive and strong teacher-pupil relationships
- Routinely addressing unacceptable behaviour
- Reinforcing expectations following low level behaviours (see *follow through*)

When children make mistakes they need to experience a consistent response in order to give them the best chance to correct their behaviour. The purpose of any interaction is to improve future behaviour as opposed to solely issue a sanction or punishment.

Addressing unacceptable behaviour immediately

It is essential all school staff reinforce consistent and high expectations for children's behaviour and that any issues are addressed immediately.

Follow through

Once an issue has been resolved, and an appropriate *consequence* has been agreed (see below) it is important to ensure the child carries this out, or resolves and changes the unacceptable behaviour identified; this is called *follow through*. Looking to check that the behaviour has changed is an essential part of embedding consistent expectations for behaviour and it helps children to develop self-discipline.

Addressing unacceptable behaviours – Logical Consequences

The school follows a system of *Logical Consequences* to help reinforce day to day expectations. They are:

- You broke it, You fix it
- Loss of privilege
- Take a break and Time out

These can be used as appropriate to help children resolve any day to day unacceptable behaviour. As outlined in Part Two, incidents involving fighting, children who consistently break class rules or behaviours considered to be serious must be referred to the headteacher as they are outside the scope of Logical Consequences.

When addressing unacceptable behaviour, the most appropriate consequence should be agreed.

You broke it, You fix it

- This is to be used when children can directly resolve their behaviour. Eg they have messed up a display, broken a model or deliberately thrown a ball on the roof.

In these circumstances the child needs to resolve the issue by 'fixing it' themselves, if necessary in their own time. If they cannot do it, they may need to ask an appropriate member of staff to do it and apologise for their inconvenience eg asking the school caretaker to collect an item from the roof.

Loss of privilege

- This is usually used when a child is not looking after something or respecting a special privilege eg they have not looked after a special toy, play time resources or they are not behaving appropriately as a class monitor, star of the week etc.

This consequence should only be temporary and the child should have the opportunity to re-establish their responsibility to show they have learned from this.

A child who has wasted time in a lesson and not completed their task may be asked to complete it in their playtime or lunchtime. Loss of privilege used this way should always have a constructive outcome eg the child has completed the task as opposed to just missing their playtime and the child must be supervised and safe if this takes place.

Take a break and Time out

- If a child is finding it difficult to manage their behaviour, they may opt to 'take a break' for a short period to calm or regain composure before continuing. The intention is enable the child to prevent their behaviour escalating or create a more serious incident / disruption. It is hoped that the children will be able to return quickly and continue learning.

A child should 'take a break' in a designated chair. This should be away from other children but should ideally still enable the child to see the activity during whole class teaching. Children should not sit on the floor ordinarily to take a break.

- If a child is finding joining in difficult but they are not opting to take a break, a teacher may ask a child to have 'time out'. If asked, a child must carry this out. The child should be invited back to join the class or group as quickly as possible to minimise the loss of learning time.

If a child's behaviour continues to be unacceptable after having time out the teacher will ask them to have time out in a parallel class. This will be for 5 minutes and should be with a sand timer. If a child's behaviour continues to be unacceptable after this a senior member of staff should be informed. When children return to their class after having time out they should be quietly invited back to take part in the planned learning opportunities.

Beyond Logical Consequences

Where the consistent use of logical consequences does not help a child work within the school's expectations for behaviour, the headteacher will work closely with the child and their parents to explore wider strategies. This may also include working with the school's Special Education Needs Coordinator (SENCo) or external agencies for further guidance and advice. Any arrangements will be reviewed to evaluate its impact.

Where on-going support and intervention is required, it may be appropriate to consider if there are specific barriers to learning, eg social communication difficulties, or whether the child would benefit from a Learning Support Plan (LSP); this would involve placing the child on the school's SEN register.

Arrangements for children to leave the classroom for an extended time

If a child is finding it difficult to manage their behaviour within the classroom, arrangements may be made for them to carry out their learning outside of the classroom for a set period of time. This is usually for a session, morning or an afternoon. During this time their learning will either be supervised by the headteacher or a teaching assistant and will be in a quieter space within the school. The aim is to break the cycle or pattern of unacceptable behaviour and return successfully to the classroom as quickly as possible. Periods of learning outside the classroom are only initiated by the headteacher and parents and carers will be informed if this happened.

Having a period of time outside of the classroom may be used because a child needs time away from other children for their own needs or may be used as part of an internal exclusion if there has been a serious breach of the school's behaviour policy (see page 22).

Part Four – Positive Adult Language

Specific Aims

- *To develop strong and supportive relationships*
- *To promote effective and positive adult language*

By positive adult language we mean:

- Instructions children are given
- The tone of voice adults use, including the volume
- The role of praise
- The way children are spoken to when their behaviour is unacceptable

We believe language is a significant aspect because it shapes relationships within the classroom, particularly:

- The relationship between adults and children
- The perception children develop of other children as a result of the language teachers use

Language used by adults should help promote and develop positive relationships between staff and children. Children need to feel accepted and valued within the classroom in order to feel safe and take the required risks in their daily learning. Language which promotes self-belief and a child's self-esteem contributes towards achieving this aim. Similarly, adult language which helps children understand the mistakes they have made in a manner which is dignified and respectful will be more successful in helping a child correct and learn from their mistake; it will also prevent other children developing negative images of their peers.

Language should communicate belief in children's ability to be successful. It should help children to internalise a positive identity and help them develop more self-awareness and self-control.

To support developing language which contributes to these aims we have adopted the following conventions and structures when speaking to children:

- Adult language should be direct and phrased in an age appropriate way which children will be able to understand.
- It should be authentic and not have hidden meanings.
- Adults should not express frustration in their voice and it should always be free from sarcasm.
- Instructions should be clear, succinct and brief.
- When children's behaviours escalate, adults should continue to use a calm and neutral tone.
- Maintain a focus on the misbehaviour without judging or shaming children in order to quickly re-establish order.

In seeking to develop and maintain an effective learning environment two different types of language are regularly needed:

- Reinforcing language – everyday affirmations that children are making appropriate choices.
- Reminding language – everyday reminders when children are not following established expectations.

Reinforcing Language

Reinforcing language seeks to achieve the following aims:

- To show children positive behaviours
- To encourage children to continue these through specific feedback

It is not the same as proximity praise (praising a child in order to change the behaviour of another) as is authentic and genuinely relates to the child it is directed to. It should be used with all children, not just those who do not routinely conform.

When using reinforcing language staff seek to:

- Name concrete behaviours which are successful
- Use a warm and professional tone
- Emphasise description over approval
- Find positives in all children's behaviour
- Identify progress when behaviours change, even when targets have not yet been fully achieved

Examples of reinforcing language include:

- *Hello George, I see you have remembered to walk to the hall*
- *Thank you Sam, that was polite holding the door for me*
- *Your writing has really improved, you've really been trying your best*
- *I see you have chosen two vegetables Freddie, that's a healthy choice*
- *The classroom is much quieter today, that will help us learn more*

Reminding Language

Reminding language is used either just before children are taking part in routine where they may need support, or just after incidents where they have not behaved within class or school expectations. It reminds children about rules and expectations which *have already been established*. Reminding language can be effectively used to help children manage difficult transitions.

When using reminding language staff seek to:

- Name expectations clearly
- Use a direct tone and neutral body language
- Anticipate potential problems before they happen
- Issue reminders early – be proactive
- Keep instructions brief
- Look for 'follow through' to check children have complied with the expectation referred to

Examples of reminding language include:

- *Before we line up for PE, take a moment to remember how we walk safely to the hall*
- *Remember our Eco-code, the paper goes in the green bin*
- *When you start your Big Write, remember to write on the line*
- *What do you need to do today when you hear the fire alarm?*

Redirecting Language

Redirecting language is used when behaviours have gone off track. They are used when behaviours need to be abruptly interrupted to maintain safety and / or protect the learning environment. They give a clear command to do something different and are used when behaviours have gone past needing reminders.

When using redirecting language:

- Name desired, not undesired behaviours
- Phrase redirections as commands, not questions
- Say only what you want the child to do; don't name or use 'or else' consequences
- Use a firm, neutral and non-accusatory tone
- Use as few words as possible

Examples of redirecting language include:

- *Sam, stop, wait!*
- *Freeze, come and stand by me e.g. in a PE session after a dangerous moment*
- *Tom, walk to Mrs Smith and sit next to her*

The role of praise and rewards

The use of praise is part of developing the correct conditions for learning. However the use of praise should not prevent children from becoming self-motivated and independent. The following outlines our understanding of how praise is used best:

- Praise should be occasional and specific
- Language should always be centred around the task and effort which has been used not around the outcome or the child
- Praise is best done in private
- The use of stickers and reward charts also need careful consideration ensuring that targets and language used is as learning orientated as possible
- Wider strategies such as proximity praise are appropriate for use in whole class sessions providing they do not become dependent strategies and must be used in an authentic way (See Appendix 1)

Part Five – Inclusion

Positive Handling and Procedures for Exclusions

Specific Aims

- *To establish protocols for positive handling and physical intervention*
- *To ensure the safety of every member of and visitor to the school*
- *To identify signs which may indicate when children are not meeting or coping with school expectations*
- *To outline procedures for managing exclusions*

We aim for children to develop good social and emotional skills. When children achieve this they are able to be cooperative, caring, considerate and self-disciplined, however, we acknowledge children are at various stages of development and some may need more support in achieving the school's expectations than others. The following information outlines the school's procedures and response when children are unable to work safely within class and school expectations.

Definitions

- **Physical intervention:** is the use of 'reasonable force' to either control or restrain a pupil
- **Reasonable force:** whilst this has no legal definition, **Force** is usually used to control or restrain, and '**Reasonable in the circumstances**' means using no more than is needed
- **Control:** means either passive physical contact, such as standing in between two pupils or blocking a pupils path, or active physical contact such as leading a pupil by the arm out of a classroom
- **Restraint:** means to hold back physically or to bring a pupil under control
- **Positive handling:** means the use of reasonable force, including both control and restrain within legal guidelines and practice which maintains the best interest of the child at all times

Legislation relating to 'Reasonable Force'

This states:

- *School staff have a legal power to use force*
- *'Reasonable in the circumstances' means using no more force than necessary*
- *Force is used either to control or restrain; control means either passive physical contact (such as standing in between two pupils), physical restraint means to hold back physically or to bring a pupil under control.*
- *School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil*

(Use of Reasonable Force, DFE 2011)

When is the use of reasonable force or *positive handling*, including the use of ‘control’ and ‘restraint’, appropriate?

We believe all children come to school with the intention of giving their best and the vast majority of children demonstrate good self-discipline through the choices they make with their academic, social and emotional learning. This is mainly achieved by encountering consistently high and well communicated expectations for their actions and choices.

When children are unable to meet these expectations there are usually clear indicators which may include:

- Being disruptive in class
- Being inappropriately physical, both accidentally or intentionally
- Becoming uncharacteristically withdrawn or quiet
- A deterioration of work

When children become disruptive or physically aggressive, strategies in line with Norfolk Steps training are used to avoid escalating the situation further.

Positive handling will only take place in cases of serious breaches in school discipline, to prevent damage to property or where the safety of pupils and/or staff is at risk once other strategies have been exhausted e.g. removing other children. Only strategies from Norfolk Steps training are used.

Reasonable force must not be used as a punishment or when it is not necessary, i.e. if other strategies have not been used first.

Minimising the need to use force

A calm, well organised learning environment together with high expectations, are key to minimising incidents of poor behaviour and therefore the need to use positive handling as a strategy. Circle Time provides a good way of helping children to manage strong feelings and resolve conflicts when they do occur, which again helps to minimise the number of incidents that occur where the use of positive handling may become necessary. Where situations do arise that are becoming heated, staff are encouraged to use de-escalation strategies to bring things back to a calm level. Positive handling should only be used when the risks involved in doing so outweigh the risks of not doing so.

Planning for the need of positive handling

Where children are considered to provide a higher risk of the need to use positive handling then a risk assessment should be carried out and an action plan formulated that all appropriate staff should agree to and sign to acknowledge. Once in place, a designated member of staff will be nominated to record when strategies on the risk assessment are used.

Staff authorised to use force

All school staff members have a legal power to use reasonable force (*Use of Reasonable Force, DFE 2011*).

In our school the Headteacher has authorised senior staff to be identified on Individual Risk Management Plans to use positive handling techniques if needed.

Using force

Force can broadly be divided into two main types:-

- Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or guiding a pupil away by placing a hand in the centre of the back).
- When members of staff use 'restraint' they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

Only the minimum necessary force should be used to resolve a situation and a pupil should if possible be warned prior to force being used. Where possible staff should make sure there is a member of the leadership team present to support, observe and assist before force is used.

Staff training

Teaching staff are trained in using the Norfolk Steps techniques. The Headteacher will keep a record of staff that have received training and organise additional training/refreshers where necessary.

Recording and reporting incidents

Significant incidents where force has been used should be recorded on a *Critical Incident Form* and passed to the Headteacher.

Incidents where force is used should normally be reported to the parents/carers at the earliest opportunity.

Post-incident support

Any incident where force has been used may leave others in need of support. Any immediate medical needs will be dealt with as a priority any other support needs will be identified and organised as appropriate.

Screening, searching and confiscation

The school will, with the consent of the pupil, search their belongings for any items banned from school. The school chooses not to exercise its legal duty to search for items without the consent of pupils. Items found may be confiscated by staff and returned to parents and carers after school.

(Screening, Searching and Confiscation, DfE 2012)

Complaints and allegations

Any complaints relating to the use of force should follow the schools complaints procedure.

Monitoring and review

Incidents where force has been used will be reviewed to ensure that the matter was dealt with appropriately and any lessons that can be learnt from the incident are learnt. Incidents will be monitored on a termly basis and reported to the Governors through the Headteacher's report.

Further information

Use of Reasonable, Advice for headteachers, staff and governing bodies, DfE 2011

Children absconding from school

All reasonable action is to be taken to prevent children from leaving school premises. However there may be times when a child leaves the premises despite the rules. The following procedures should be followed:

- As soon as it is known that a child has left the premises it must be reported to the headteacher or, in their absence a senior teacher, who will inform the Police and the child's parents/carers
- All incidents of a child leaving the premises should be reported to parents/carers, even if the child returns after only crossing the road or sitting on the pavement outside. This is to indicate how serious it is to leave the premises and shows the school's commitment to caring for the child as well as expecting and needing support from home
- If a child absconds from the classroom the teacher should not pursue them. Rather, the teacher should seek help from another adult or send a red card to the headteacher. A record of the incident should be made in the child's record and brought to the attention of the parent/carer

Procedures for dealing with serious breaches of the school's expectations for behaviour

We define a serious breach of the school's behaviour policy as an action or incident which 'directly threatens the physical and / or emotional wellbeing of children and adults in school'. Examples include physically hurting other people, extreme verbal and emotional bullying and the use of abusive and intimidating language and swearing. These incidents are dealt with by the headteacher. They may result in either an internal or an external exclusion.

During behavioural incidents, the most senior member takes a lead and makes decisions in the interest of the children involved. This may result in requesting other staff to resume normal duties to remove the 'audience' from the child. After staff have been involved in highly emotional situations concerning children's behaviour they need time to calm down in order to protect their own wellbeing.

When extreme cases of behaviour occur that put the child or other children at risk of injury the child should be removed from the situation. If this is not possible all other children should be removed from the situation in a quiet and calm manner. The situation should be resolved by either the headteacher or a senior teacher.

Every area around the school has a red 'SOS' card which must be used if a member of staff needs support when dealing with very disruptive behaviour. Although these cards can be sent to any member of staff to request assistance, whenever possible these cards should be sent to the headteacher or a senior teacher.

The Exclusion Process

Internal Exclusions

An internal exclusion may be used if a child continues to breach the school's behaviour expectations despite usual sanctions being consistently applied. During an internal exclusion, the child will have no contact with other children for the duration set by the headteacher; this is usually for a session or half a day. The headteacher, or any member of the school's leadership team in their absence, may authorise an internal exclusion.

Parents / carers are to be informed after internal exclusions have taken place through a meeting with their child and a senior member of staff.

Fixed Term and Permanent Exclusions

Lodge Lane Infant School is committed to providing a safe, happy and purposeful learning environment where children have the opportunity to enjoy attending school and the chance to make strong progress; all staff are committed to working closely with parents and children to achieve this aim. Exclusions, whether fixed term or permanent, will only be used as a last resort.

The Exclusion Process will only be used for serious or persistent breaches of the school's expectations for behaviour. Below is a list of behaviours which may result in the exclusion process being applied:

- Physical harm towards a member of staff
- Physical harm towards a child
- Verbally aggressive, threatening or intimidating behaviour towards a member of staff
- Verbally aggressive, threatening or intimidating behaviour towards a child
- Deliberately causing significant damage to school property
- Any persistent and on-going breaches of the school's expectations for behaviour

A fixed term exclusion (up to 15 days in any one term) may be authorised by the headteacher, or deputy headteacher, in their absence. Only the headteacher may authorise a permanent exclusion.

The headteacher will:

- Ensure staff work closely with external and specialist agencies when managing challenging behaviours
- Conduct an investigation of any incident, considering all available evidence, when issuing exclusions
- Ensure legal advice and guidance is followed when issuing exclusions
- Ensure processes are completed within legal time frames
- Maintain written records relating to exclusions
- Inform the parents / carers by telephone and subsequently in writing of the:
 - Reason for the exclusion

- The period of the exclusion
- Arrangements for continuing education while excluded
- Appeals process, including time limitations and who to contact
- Date and time the student is expected to return (fixed period only)
- Details of the integration interview for fixed period exclusions
- Any other statutory information parents / carers are required to work within
- Report exclusions to the LA
- Notify the LA and the Local Governing Body of any permanent exclusions, or fixed term exclusions which are converted to permanent exclusions
- Monitor exclusions and report any to the Local Governing Body
- Invite and lead reintegration meetings for all fixed term exclusions

The Local Governing Body will:

- Promote and monitor positive behaviour as part of routine governor monitoring
- Review the headteacher's decision to exclude a child
- For recommendations by the headteacher to permanently exclusion a child:
 - Consider the circumstances and incidents for which the exclusion is made
 - Consider any representation by the parent / carer and the LA
 - Consider whether to uphold the headteacher's decision
 - Ensure that Exclusion Panel meetings are clerked
 - Report outcomes of Exclusion Panel meetings within one day to the school and parents
 - Maintain a detailed written record of all actions taken

If applied for by the parents / carers, and within the legal time frame, the local authority must, at their own expense, arrange for an independent review panel hearing to review the decision of the Local Governing Body not to reinstate a permanently excluded child.

Part Six – Monitoring, Recording and Sharing Concerns

Monitoring and Review

Whilst we understand communicating and resolving behavioural incidents can be difficult, we are committed to working in partnership with parents to improve at school. This starts through the home-school agreement which parents are encouraged to sign when their child enters the school.

The Local Governing Body will review this policy annually and assess its effectiveness and implementation. Any deficiencies identified shall be corrected and used to inform review of the policy, which will be promoted and implemented throughout the Academy.

The headteacher will report on the effectiveness of the policy to the Local Governing Body as and when guidelines or best practices have materially changed or at a frequency requested by the LGB.