



# Behaviour, Discipline and Exclusions Policy

## **Mission Statement**

At Riverside Primary Academy we provide a broad, balanced, stimulating and challenging curriculum in partnership with the wider community, in a caring, safe and vibrant environment. Every person will have the opportunity to develop and achieve their full potential, independence, self-discipline and positive self-esteem.

## **Introduction**

This policy is a statement of the principles, aims and strategies for the management of behaviour. It is intended to act as a reference point and to inform teachers, parents/carers, governors, LA officers and inspectors.

The policy was reviewed in September 2019 through a process of consultation with teachers, non-teaching staff, pupils, governors and parents/carers. It is reviewed by the curriculum governors annually.

## **Rationale**

We believe that the ethos of the school is central to creating an environment, which allows all pupils to develop and maintain high standards of behaviour and academic achievement. The quality of relationships throughout the school is of the utmost importance because it:-

- Enables teachers to teach effectively
- Enables pupils to learn
- Supports positive self-esteem for all
- Provides a harmonious atmosphere
- Is accepted and required in the wider society

## **Aims of the Behaviour and Discipline Policy**

- To fulfil all legal requirements
- To provide an orderly, fair, consistent and safe environment where effective teaching and learning can take place
- To encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences
- To develop a whole school approach to behaviour

## **Pupils need**

- Regular attendance
- To access a safe, stimulating environment
- To feel valued
- To be offered an appropriate, well balanced curriculum with realistic expectations
- To have good role models provided by all adults in school
- To develop an understanding of right and wrong

### **Parents/Carers need**

- To know that their children are safe and are going to be treated fairly
- To be welcomed into school as partners in their children's education
- To be well informed and involved with their child's life in school
- To know they will be expected to take responsibility for the behaviour of their child both inside and outside of school
- To model appropriate behaviour to our school community
- Teachers to contact parents about any significant behaviour and discipline issue
- To know that bullying incidents will be dealt with quickly with a zero tolerance approach.

### **Staff need**

- To be able to teach without disruption
- To be supported by a clear and consistent implementation of the behaviour policy
- To set clear expectations to the pupils
- To have high standards within their class and around the school building
- To work in partnership with parents/carers
- To be supported by school staff, governors and other agencies
- To be valued, consulted and informed
- To communicate behaviour issues adult to adult using a respectful tone
- To be able to justify that strategies other than force have been attempted and proven ineffective or would have been impractical. Furthermore, staff should recognise that restraint is only a small part of a wider spectrum of a positive framework that may include use of space, safe environments, diversions, calm stances and postures, non-threatening facial expressions, low tone, volume and pace in communication, careful use of words, and physical reassurance and prompts.

### **Implementation**

The school will offer formal and informal opportunities to support positive self-esteem, confidence and independence, through the following:-

- PSHE curriculum
- SMS and C education embedded within the curriculum
- Celebrating achievement, recognising social progress
- Circle time
- Links with the community

### **Desired Behaviours / Expectations**

To follow school expectations, e.g.

- Follow adult directions first time
- Keep hands, feet, objects, and negative comments to self
- Be polite, tolerant and respectful to others
- Move around the school in calm, quiet and safe manner
- Respect the environment and property of others
- Do your best work and allow others to do the same
- Be aware of other peoples' feelings

## **Rewards**

- A consistent whole school approach to reinforce and maintain high standards of behaviour
- Opportunities to reward, celebrate or reinforce good behaviour (e.g. assemblies, certificates, house points etc)
- A differentiated approach to the specific needs of individuals set within the whole school framework for rewarding positive behaviour (e.g. reward system building up to certificates).
- Emphasis on rewarding positive behaviour in an appropriate manner for the class / group.
- The expectation that staff take time to listen to everyone involved first before deciding on the consequence

## **Strategies might include:**

- Non verbal (thumbs up, smile etc)
- Verbal praise (use of name, specific praise)
- Tangible rewards (stickers, stars etc)
- Certificates
- Praise assemblies
- Contact with parents (may occur at any stage)
- House points. Note that only up to five house points can be given at any one time. Every week, the 2 children with the most house points in each class will receive a golden ticket which can be used as credits to save for treats such as trips or additional playtimes.

## **Behaviours to be discouraged**

- Discrimination of any kind (with reference to the equality and diversity policy) including but not limited to discrimination on the grounds of race, gender, religion and LGBTQIA.
- Anti-social behaviour
- Bullying of any kind : physical/verbal/online
- Violence of any kind (e.g. hitting, kicking, shoving, biting, spitting)
- Verbal abuse (isolating, name calling, winding up, teasing, threatening, cheekiness)
- Absconding, running out of school
- Truancy
- Repeated non-compliance with school rules
- Destruction of property/ equipment
- Stealing
- Telling lies, blaming others
- Persistent disruption of lessons
- Refusal/non compliance
- Poor punctuality
- Defiance

## **Sanctions**

When pupils choose not to follow school expectations, sanctions should be consistently applied

- Sanctions will fit and will be clearly explained to the pupil
- The system will not damage relationships
- Sanctions will make a clear distinction between minor and more serious offences
- The punishment of the whole group is not acceptable
- SEND pupils and additional needs pupils require special consideration and sanctions which should be reflected within SEND paperwork and EHCP

- When repetitious behaviour occurs throughout the term, parents may be notified by a formal letter from the Headteacher.
- In circumstances where children could pose a danger to themselves or others, the trip leader will seek authority from the Headteacher to withdraw the pupil from the trip.
- Evidence of serious inappropriate behaviour (e.g. discrimination, fighting, aggression, violence etc.) will lead to more significant sanctions such as withdrawal from Christmas parties, school trips etc.

### **Behaviour Management Strategies:**

#### **Break Time and Lunch Time**

- A 3 tier system of reminders and sanctions is used during break times and lunch times and a parallel system will be used during lesson times for individual pupils.
  - 1) Pupils will be reminded of the school rules and asked if they understand the rule.
  - 2) Once pupils have been reminded they will be supervised by an adult and taken away from activities for a period of time.
  - 3) A continuation to break the school rules will mean pupils will be taken to see the HT, DHT or member of SLT

This system means that behaviour and sanctions are dealt with immediately.

#### **Behaviour Management within the Classroom / Learning Environment**

Staff have the authority to use their professional judgement in using behaviour management strategies e.g. pause in teaching, eye contact, clapping rhythms etc. to address low level undesirable behaviour. If this is unsuccessful staff will move on to the 3 tier system.

- A 3 tier system of reminders and sanctions is used during lesson times and a parallel system will be used during break times and lunchtimes for individual pupils.
  - 1) Individual pupils will be reminded of the school rules and asked if they understand the rule .
  - 2) Once pupils have been reminded the teacher will be flexible and match sanctions to the needs and abilities of the pupils. The pupil could be supervised by an adult or taken away from activities for a period of time or sent to the phase leader
  - 3) A continuation to break the school rules will mean pupils will be taken to see the HT, DHT or member of SLT

This system means that behaviour and sanctions are dealt with immediately.

#### **Whole Class Strategies Include:**

- Low key whole class verbal reminders of classroom expectations
- Celebration and reinforcement of positive behaviours

#### **Specific Planned Strategies for Individual Pupils**

- Planned ignoring as part of a planned strategy and recognition of positive behaviour.

- Sometimes a 'cooling off' period of time or safe space identified by the pupil is needed to support pupils in re-engagement in lessons.
- Senior staff members /involving parents/ involving staff on hierarchical basis.
- Individual behaviour programme– adapted for an individual child or the use of a Pastoral Support Programme
- Removal of privileges e.g. playtime, trips, parties, extra curricular activities.
- Use of physical intervention and restraint (see appendix 1) see training notes from positive handling
- Fixed term exclusion / lunchtime exclusion/ managed move to another school
- Permanent exclusion.

### **Exclusions**

- Exclusions guidance is based upon current guidance and current legislation, which sets out responsibility of Headteacher, governing body and the LA
- Exclusion will not be used if there are alternative solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move)
- Only the Headteacher has the authority to exclude and will notify parents / carers within one school day by phone and confirmed in writing by post
- Detailed records of incidents are kept and exclusions reviewed by governing body
- Exclusion will only be used for serious breaches of school policy. (As soon as the pupil is excluded, the school will provide appropriate work to be collected by parent/carer and returned for marking or arrange for support / provision from other schools)
- If a pupil is at risk of permanent exclusion, a Pastoral Support Programme will be implemented.

### **Internal Exclusions**

Internal exclusion is a discretionary measure. It will be used where a pupil's behaviour is escalating and more serious measures need to be taken, but there are not yet grounds for an external, fixed-term exclusion or permanent exclusion.

### **Fixed Term Exclusions**

Fixed term exclusions may be used for incidents or behaviour which is dealt with successfully by the behaviour policy but not serious enough to warrant a permanent exclusion. Incidents will be dealt with and discussed by relevant team members on a case by case basis to decide best course of action.

Fixed term exclusion may be used when behaviour is to the detriment of the safety of the child or other members of the school community

Fixed term exclusion may be used if:

- disruption to level of it not being safe for a child to be in school
- it would benefit the emotional wellbeing of the child to be removed from the school situation on a temporary basis.

## **Permanent Exclusions**

Permanent Exclusion is an extremely serious step, and an acknowledgement that the school is no longer the right provision to address the pupil's needs. At Riverside Primary Academy we aim to not exclude children if at all possible.

However, in exceptional circumstances, exclusions could be used. This could arise from an accumulation of fixed term exclusions or as a result of a very serious one off offence.

Serious one off offences might include

- Serious actual or threatened violence
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Discrimination of any form

Exclusions will not be used for

- Minor incidents (failing to complete homework, forgetting dinner money)
- Poor academic performance
- Non-attendance, lateness
- Pregnancy

## **Monitoring and Evaluation**

- This policy will be reviewed as changes occur by a joint working party consisting of governors, teachers, non-teaching staff parents/carers
- A regular audit of training needs will be carried out for governors and staff

Appendix 1

## **Use of Physical Intervention and Restraint**

It is recognised that the vast majority of pupils in our school respond positively to our Academy's Vision and Values and our behaviour and conduct expectations. The well-being, welfare and safety of all pupils and staff at Riverside Primary Academy is of paramount importance.

It is acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

Our academy acknowledges that physical techniques are only part of a whole setting approach to behaviour management. Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Riverside Primary Academy does not support the routine use of physical interventions.

All staff at our school understand that force cannot be used as a punishment; it is unlawful to use force as a punishment and appropriate action will be taken if force is used in this manner.

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming themselves, others or property.

The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause

Every effort will be made to ensure that all staff in this school:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- (ii) are provided with appropriate training to deal with these difficult situations.

## **2. Definitions**

No legal definition of “reasonable force” exists however for the purpose of this policy and the implementation of it in Riverside Primary Academy, the clarification provided in the DfE guidance document ‘use of reasonable force’, 2013 is used:

### **What is reasonable force?**

\*The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

\*Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

\*‘Reasonable in the circumstances’ means using no more force than is needed.

\*As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's 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. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

\*School staff should always try to avoid acting in a way that might cause injury.

It is acknowledged that in extreme cases it may not always be possible to avoid injury as an accidental consequence of the intervention.

### **Different types of physical contact with pupils:**

#### **1. Physical Contact**

Situations in which proper physical contact occurs between staff and pupil. Examples of where touching a pupil might be proper or necessary:

- holding the hand of the child at the front/back of the line when going to assembly or when together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercise or techniques during PE lessons or sports coaching; and
- To give first aid.

#### **2. Physical Intervention**

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.

#### **3. Physical Control/Restraint**

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of “reasonable force” should be seen as a last resort. All

such incidents must be recorded and be stored in an accessible way. If at all possible, more than one member of staff should be present if physical restraint is necessitated. The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

### **3. Strategies for Dealing with Challenging Behaviour and Escalating Situations**

Staff consistently use positive strategies to encourage acceptable behaviour and good order, in line with the Riverside Primary Academy Behaviour Policy. Every effort will be made to resolve conflicts positively.

Staff should be able to justify that strategies other than force have been attempted and proved ineffective or would have been impractical. Furthermore, staff should recognise that restraint is only a small part of a wider spectrum of positive framework that may include use of space, safe environments, diversions, calm stances and postures, non-threatening facial expressions, low tone, volume and pace in communication, careful use of words, and physical reassurance and prompts. Consideration of these strategies should be maintained during and after the need for physical contact. As soon as it is safe, any hold or restraint should be gradually relaxed to allow the pupil to regain self-control. The pupil should be informed about what will happen next and be offered reassurance and encouragement to remain calm. In this way the pupil will be more likely to see the restraint as an act of care.

All members of school staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006).

The 1996 Education Act (Section 55O A) stipulates that:

A member of the staff of a school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely—

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- (c) engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.

This applies where a member of staff is on the school premises and elsewhere at a time when, as a member of school staff, that adult has lawful control of the children concerned, for example, on a school trip.

The decision on whether to physically intervene is down to the professional judgement of the adult concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. (DfE guidance document 'use of reasonable force', 2013)

Individual members of staff cannot be required to use physical restraint. However, as teaching and non-teaching staff work in 'loco parentis' and should always operate with an appropriate 'Duty of Care', it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty. (DfE guidance document 'use of reasonable force', 2013)

A panel of experts (Physical Control in care Medical Panel 2008) identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in

question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest;



- the ‘nose distraction technique’ which involves a sharp upward jab under the nose.

#### **4. Authorised staff**

Section 550A of the Education Act 1996 permits adults who have lawful charge or control of children to use reasonable force to control or restrain them. These include:

- teachers
- family support workers
- teaching assistants
- SMSAs
- representatives from outside agencies
- other adults who may be working with children either on school premises or accompanying them on out of school activities, eg during field trips or on school journeys.

Wherever possible Physical Restraint should only be used by those with appropriate training. However, it is acknowledged this may not always be possible and physical restraint may be used as an emergency measure by someone without appropriate training to ensure the safety of children in their care. Any Physical intervention should be conducted making reasonable adjustment for students with SEN or disabilities. In this instance, someone with appropriate training should be called for immediately.

#### **5. Recording**

School keeps a record of serious incidents where physical intervention involving the use of force against resistance from a child has been necessary. The record should be completed by the end of the working day on which the Incident took place. A member of the Leadership Team will be told at the earliest possible time after an incident. The adult involved may seek guidance from a senior colleague before filling in their report.

A member of the Leadership Team will discuss the incident with any children or staff who were present where appropriate, collect a written account from them. In line with our commitment to working with parents, we aim to maintain an open discussion during any relevant procedure which may follow an incident.

School will regularly review the number and type of incidents in which physical intervention and/or restraint has been necessary. This will be used to ensure that there is adherence to this policy and to identify improvement needed in other policies and procedures of the school.

#### **Risk assessment**

When it is likely that a child’s behaviour may necessitate the use of physical intervention and/or restraint as one of the reactive strategies, a risk assessment must be carried out.

#### **Positive Handling aspects of Pupil Learning Plans**

When the Pupil Learning Plan and risk assessment indicate the likely need for school staff to hold or restrain a child to prevent an injury, the school should record this as Positive Handling on the pupil Learning Plan or Action Plan. The information in the risk assessments will help to inform the positive Handling aspect of the Pupil Learning Plan which will outline:

- Who has been consulted about the plan.
- The type of physical intervention to be used.
- Which adults are authorised to use this intervention.
- Parental consent for the plan.

- Head teacher authorisation
- Positive Handling strategies will be included in Pupil Learning Plans or Action Plan.

### **Sharing of information**

All members of the school community should know of the existence of this policy. In principle, as few people as possible should know of any specific incident and staff should maintain confidentiality to the greatest possible extent. This is to enable governors and staff involved in any consequence or complaint to do so without having acquired hearsay knowledge.