

Lowca Community School Behaviour policy

Aim

At Lowca Community School, we expect the highest standards of conduct from every member of the school community. Our aim is for the children to be happy and caring in the school environment, where everyone has an opportunity to achieve to the highest standards. Lowca Community School is both a busy and calm school. Where it is appropriate, there is excitement and on other occasions, quiet concentration, where children behave well and show respect and consideration for others. We model and foster the appropriate atmosphere for high levels of achievement. We aim to do all of this in partnership with parents / carers and the wider community.

A Positive Approach to Discipline

We believe that treating children positively, by praising them and offering encouragement for the things they do well, is the most successful approach. "OK show me, who is sitting really sensibly for a house point?" works more effectively and encourages nice manners far better than shouting "SIT STILL". This involves a positive policy of encouraging good attitudes, rewarding and praising where possible, and the setting of a good example, with the aim of a willing self discipline in the children. A relevant curriculum, inspiring and motivating teaching methods and full involvement of the pupils, can all help school discipline. Poor behaviour may come from personal problems and when we recognise this, we will take note of any changes in a child's pattern of work, behaviour and progress so that external problems can be identified.

Code of Conduct

It is important that clear expectations for behaviour exist and that the children understand these. The general rules of the school are made clear to the children during lessons, assemblies and PSHCE. The rules have been decided in partnership with the children and are reviewed on an annual basis. Rules are displayed in each classroom. Everyone at Lowca Community School is expected to agree with and conduct themselves in accordance with our "Golden Rules".

- Do be gentle o Do be kind and helpful
- Do work hard
- Do look after things
- Do listen, one voice at a time
- Do be honest

The Use of Reasonable Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control to restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury 'Reasonable' in these circumstances

means 'using no more force than is needed'. The use of force may involve 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 the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

The Governing Body have taken account of advice provided by the DfE - *Use of reasonable force: advice for head teachers, staff and governing bodies* and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a pupil from doing or continuing to do any of the following:

committing a criminal offence;

injuring themselves or others;

causing damage to property, including their own;

engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

Pupils found fighting will be physically separated.

Pupils who refuse to leave a room when instructed to do so may be physically removed.

Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.

Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.

Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.

To prevent a pupil from attacking a member of staff or another pupil.

To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Power to Use Reasonable Force when Searching Without Consent

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. See Section 3.2 above.

Unreasonable Force

The type of force which will never be acceptable in our school includes:

holding round the neck or any other hold that might restrict breathing;

kicking, slapping or punching;

forcing limbs against joints (e.g. arm locks);

tripping or holding by the hair or ear;

holding face down on the ground.

Staff training

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. Mrs. Crawford and Mrs. Oakes have received additional training on the appropriate techniques which may be used to physically restrain pupils. This training is to an approved nationally acceptable level.

Behaviour Management Plans

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns, has special educational needs or where there is evidence or suspicion of self-inflicted harm (i.e. is a risk to themselves) may be the subject of a Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport.

In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever

possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

Informing Parents when Reasonable Force has been used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be considered:

the pupil's behaviour and level of risk presented at the time of the incident;

the degree of force used;

the effect on the pupil or member of staff concerned; and

the child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher (or deputy in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:

all incidents where unreasonable use of force is used;

any incident where substantial force has been used e.g. physically pushing a pupil out of a room;

use of restraint;

all incidents where either the child or the 'handler' is injured because of the intervention;

an incident where a pupil is distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

Did the incident cause injury or distress to a member of staff or pupil?

Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;

Did the incident justify force? This is particularly relevant where the judgement is finely balanced;

Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes', a written record should be made and held in a secure central location or recorded in the bound Record of Physical Intervention book (blue) and all other notes taken at the time are to be kept.

In all instances of the use of physical restraint, parents will be informed the same day, by phone, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the Cumbria Safeguarding Hub by the Head teacher/DSL.

All injuries will be reported and recorded in accordance with school procedures.

Post Incident Support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure any staff and pupils involved are given first aid treatment for any injuries.

Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then decide how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident, the Head teacher and/or other staff will:

ensure the incident has been recorded;

decide whether multi-agency partners need to be engaged and, if so, which partners;

hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded. See Section 3.2 above.

help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;

ensure that staff and pupils affected by the incident have continuing support if necessary in respect of:

physical consequences

emotional stress or loss of confidence

analysis and reflection of the incident

Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for pupils. It might also be appropriate to review the Whole School Behaviour Policy and/or supporting procedures.

Other Physical Contact with Pupils

This school does not operate a 'No touch Policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Holding the hand of the child at the front/back of the line when going to assembly or when walking 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 exercises or techniques during PE lessons or sports coaching.

To administer first aid.

To apply sunscreen to the arms, face or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves

Good Behaviour

Good behaviour is acknowledged giving all children equal access to rewards within the discipline system. We have a range of ways to do this, including, Celebration Assemblies, Star of the Week (Class 1) ,Head Teachers Award , The Medal , Stickers, Merits and House Points , Informing Parents.

All Children Receive Golden Time Golden Time rewards the children, promoting consistent good behaviour.

Staff Guidance

Pupils with special educational needs may need a programme of additional strategies to meet their needs. However, where possible the above procedures will apply. Where unacceptable behaviour occurs at any time during the school day, the following procedures are available and will be followed:

- Verbal / non verbal check without shouting
- Individual and specific indication of disapproval
- Removal from activity up to a maximum of 5 minutes to a designated place
- Loss of Golden Time in 5 minute blocks
- Repetition / completion of work where appropriate
- An appropriate apology (either verbal or non verbal)
- Missing a break under supervision
- Loss of privileges such as clubs, visits or extra curricular activity
- Referral to head teacher or Working in isolation from peers
- Fixed term exclusion

Contracts

In some cases it may be necessary to monitor children's behaviour more closely, if for example, they have been seen by the head teacher several times. This is done through a communication system, in which the child's behaviour in every lesson is noted and discussed with parents that evening, either in person or by phone. This enables all concerned to be aware of aspects of the child's behaviour. Usually, a short time of this encourages children to look closely at their own behaviour and will help them to identify how they can improve. Outside agencies will be brought in wherever appropriate and in full consultation with parents. It may be appropriate for some children to have a behaviour management plan in order to develop the correct behaviours. Severe disruptive behaviour is reported to the head teacher immediately. Parents will be informed and the problem discussed. If this fails to resolve the matter and severe disruptive behaviour continues, then a period of fixed terms exclusion may follow. Permanent exclusion will normally be the case where there has been a serious unprovoked attack on another pupil or member of staff, where illegal substances and / or weapons have been brought into school or where there has been severe damage to property or theft.

This policy will be reviewed by the full governing body on an annual basis.

Last Reviewed & Updated :- March 2022

Signed on behalf of governing body 4th March 2022



Next review due March 2023