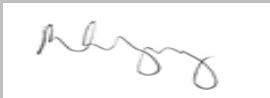





Behaviour Principles and Behaviour Policy including Use of Reasonable Force

Author / staff lead: Mrs R Small

Abstract: This policy sets out the schools expectations of pupil behaviour and details the approaches, rewards and consequences used at Lent Rise School.

Approved by:	Mrs M Young Chair of Governors	
Approved by:	Mrs J Watson Headteacher	
Last reviewed on:	25/01/2024	
Next review due by:	25/01/2025	
Policy number:	LRS0002	

Contents:

Page 1	Behaviour Principles
Page 5	Behaviour Policy
Page	Use of Reasonable Force

Behaviour Principles

Lent Rise School and Governors worked with the School Council to develop a behaviour policy based on the following behaviour principles and descriptions. The Governors agreed the following should be at the heart of this policy and the school's approach to behaviour.

- The right to feel safe at all times
- High standards of behaviour are expected from all
- Inclusivity and equality
- School expectations are understood and followed
- Rewards are used to promote positive behaviour and attitudes
- Consequences are used as outlined in the behaviour policy

Right to feel safe at all times

All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues; staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the consequences laid out in the Whole School Behaviour Policy.

High standards of behaviour

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all its young people to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.

The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become responsible members of the wider community.

Inclusivity and Equality

Lent Rise School is an inclusive school. The Whole School Behaviour Policy must emphasise that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero tolerance attitude. The Policy must therefore include an anti-bullying statement which is clear, concise and is understood by all members of the school community. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme will be further reinforced through the Whole School Behaviour Policy and seek to safeguard vulnerable pupils, particularly those with special educational needs where reasonable adjustments in the Behaviour Policy's application may need to be made.

School Expectations

The Whole School Behaviour Policy include details of the school expectations. These should set out the expected standards of behaviour, shared with and explained to all pupils. The Governors expect that any school expectations are applied consistently across the whole school by staff and others to whom this authority has been given. School expectations which are clear and explained to all staff will ensure that staff have the confidence to apply the expectations appropriately and where necessary, give rewards for good behaviour and the appropriate level of consequence for inappropriate or unacceptable behaviour.

Rewards

The Governors expect the Whole School Behaviour Policy to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole school. The rewards system will encourage good behaviour in the classroom and elsewhere in the school. The Governors expect that any rewards system is explained to others who have responsibility for young people such as extended school provision and, where applicable, home to school transport so that there is a consistent message to pupils that good behaviour reaps positive outcomes. The rewards system must be regularly monitored for consistency, fair application and effectiveness and changes implemented across the school

Consequences

Consequences for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers. Like rewards, consequences must be consistently applied across the whole school, including extended school provision and, where applicable, home to school transport. The range of consequences must be described in the Whole School Behaviour Policy so that all concerned are aware of and understand how and when the consequences will be applied. The Whole School Behaviour Policy should also explain how and when exclusions and suspensions will be used as a consequence. The Policy should also include the provision for an appeal process against a consequence where a pupil or parent believes the school has exercised its disciplinary authority unreasonably. The Governors, however, believe that the exclusion and suspension consequences should only be used as a last resort. . The Head teacher may inform the police, where necessary and appropriate, if there is evidence of a criminal act or it is thought that one may take place. It is important

that consequences are monitored for their proper use, consistency and effective impact.

Parental Engagement

The Home/School Agreement should mirror the statements made in the Whole School Behaviour Policy so that parents/carers are encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school. The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour must be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

The Power to discipline for behaviour outside the school gates

The Governors expect the Whole School Behaviour Policy to set out the school's response to non-criminal unacceptable behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any unacceptable behaviour when the child is:

- taking part in any school-organised or school-related activity, or
- wearing school uniform, or
- in some other way identifiable as a pupil at the school
- inappropriate behaviour online

Even if the conditions above do not apply, the Policy must take account of unacceptable behaviour at any time which:

- could have repercussions for the orderly running of the school, or
- poses a threat to another pupil or member of the public, or
- could adversely affect the reputation of the school.

Pastoral care for school staff

The Whole School Behaviour Policy must include details of how the school will respond to an allegation against a member of staff. The whistle blowing policy is available to all staff outlining ways of raising concerns. The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Head teacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. In addition, the Whole School Behaviour Policy should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff.

Behaviour Policy

Rationale

At Lent Rise school we believe there needs to be consistency across the school in the way behaviour of children is managed and that provision is in place to provide a positive environment.

Lent Rise School has always prided itself on valuing each individual child and creating a secure stimulating and structured environment in which our children are encouraged to thrive and develop.

We aim to follow therapeutic principles set out by the Norfolk Steps - Step On programme which promote positive behaviour strategies such as; consistency, de-escalation, behaviour analysis and differentiated planning.

Aims:

- To ensure a safe and secure environment
- To provide a positive and consistent approach to behaviour management
- To promote self-respect, self-control, and accountability for behaviour
- To provide a positive ethos through encouraging shared values
- To promote and use clear expectations and expectations
- To encourage a partnership between home and school
- To identify and challenge inappropriate behaviour and provide interventions and alternative strategies where needed.
- To encourage and reward positive behaviours

Values / Morals

- Respect
- Tolerance
- Friendship
- Care
- Community
- Trust
- Responsibility

Staff responsibilities for promoting positive behaviour management

- Demonstrate unified collaboration across the whole school
- To use positive language.
- Demonstrate respect.
- Praise to promote learning
- Provide a good role model.
- Use every opportunity offered in the whole school day to praise/reward positive behaviour.
- Acknowledge positive behaviour/achievement with a response.
- Present in class at the beginning of the session to ensure appropriate behaviour when the children enter the classroom.
- Liaise with colleagues over any concerns regarding behaviour on an individual class or school level.
- Have a positive mindset
- Always report incidents or concerns to parents as soon as reasonably possible.
- Develop and implement individual behaviour support plans where targeted support / strategies are required

Example of strategies used

Positive language to highlight the desired behaviour and attitudes e.g. instead of, “You’re wasting time”, we could say, “I wish everyone was working as well as the yellow group.”

Instead of “Don’t run along the corridor” we could say, “Well done Joe at the front of the line for walking sensibly”.

Highlighting the excellent work to the class. Complimenting the children who are working well instead of highlighting those who are not on task.

Using of class charters to promote cohesion and positive routines. When children have created the expectations themselves.

Using positive verbal feedback.

Stickers, house-points and Learn Reach Shine postcards are used to praise and rewards pupils for hard work, achievement, and behaviour.

Each Friday certificates are awarded for Student of the Week with a Learn, Reach Shine Award, Mathematician of the week and Writer of the Week.

Send to an appropriate colleague for praise. Reinforcement in Assembly for individual groups or class or praise whole school in Assembly for whole school successes, i.e., politeness.

Pass on positive comments from visitors so children are aware of how they are succeeding.

Discussions with individuals, class or whole school highlighting the positive behaviour to marginalise unacceptable behaviour.

Emails/ letters, telephone calls or conversations with parents to inform them how well their children are doing. Invite parent in after school to see a good piece of work or to hear praise for good/improved behaviour.

Staff are to be consistent and fair in rewarding children. Staff will reward and praise children throughout the whole school.

Children to have the opportunity to show visitors around school as a sign of school valuing and trusting the children. Provide tangible demonstrations of trust in child
- carry out task i.e., take message, collect together equipment.

Expectations and consequences

Early Years Foundation Stage		Early Years Foundation Stage
Follow instructions given by an adult		1) Distraction from inappropriate behaviour
Use of non-physical contact		2) Reminder of rule/instruction
Treat equipment sensibly		3) Warning
Treat others with respect		4) Time out
Listen carefully and give sensible answers		5) Minutes at break
Move around the school calmly		6) Minutes at lunch time
Wear your uniform with pride		7) Report to Phase Lead
Always use appropriate language		8) Report to Senior Leadership Team

Key Stage One		Key Stage One
Follow instructions given by an adult		1) Warning
Use of non-physical contact		2) Time out
Treat equipment sensibly		3) Minutes at break
Treat others with respect		4) Minutes at lunch time
Listen carefully and give sensible answers		5) Reflection table at lunch
Move around the school calmly		6) Report to Phase Lead
Wear your uniform with pride		7) Report to Senior Leadership Team
Always use appropriate language		

Key Stage Two		Key Stage Two
Follow instructions given by an adult		1) Warning
Use of non-physical contact		2) Time out
Treat equipment sensibly		3) Minutes at break
Treat others with respect		4) Minutes at lunch time
Listen and respond appropriately		5) Report to Phase Lead
Move around the school calmly		6) Report to Senior Leadership Team
Wear your uniform with pride		
Always use appropriate language		

When behaviour is not appropriate staff use a staged approach to managing behaviour which is not harsh and allows students to make choices about their behaviour.

Staff complete behaviour logs to record inappropriate behaviour and these are kept and monitored by the SLT.

Telephone phone calls, parentmail messages and meetings are used for communications as required.

Behaviour outside the School

Behaviour outside the school, for example during school trips is subject to the school's behaviour policy. For behaviour outside school but not on school business, the Headteacher may follow the school's policy if there is a clear link between behaviour and maintaining good behaviour and discipline amongst the pupil body as a whole. This may be for example behaviour in the immediate vicinity of the school or behaviour on a journey to or from school.

Behaviour online

For behaviour online, the Headteacher may follow the school's policy if there is a clear link between behaviour and maintaining good behaviour and discipline amongst the pupil body as a whole. (e.g. e safety policy)

Non-Inclusive / non respectful / prejudice based and discriminatory behaviour

Any incident that is perceived to be non-inclusive / disrespectful/ **prejudice based and discriminatory** to the individual e.g., homophobic, or racist by the victim or any other person will not be tolerated. Any incident will be recorded, and appropriate consequence/ action applied.

Exclusions and suspensions

Suspensions may be used following guidance where appropriate.

Lent Rise School follows DFE guidance on the use of suspension or exclusions

Suspension - is a short-term consequence which may be used for a range of offences prejudicial to good conduct in the school, which cannot be dealt with in any other way. This includes being in possession of dangerous weapons, alcohol, drugs of any type and evidence of theft, bullying (including racist and homophobic bullying), threatening behaviour or abusive language. Parents are expected to come into school, when a child returns, to talk through the issues and to ensure acceptable behaviour in the future.

Permanent exclusion - is a consequence used very rarely when unacceptable behaviour has persisted over a period of time or in a case of exceptional severity. This will be actioned using guidance from, where relevant, external agencies.

Follow up:

(i) Parents wishing information and help following the suspension or exclusion of their child, should see the Head to discuss the way forward.

(ii) The Headteacher has to notify certain people in the case of any suspension or exclusion; they are:

- a) the parents of the child
- b) the Chair of Governors
- c) the local exclusions and integrations team

The Police may be informed where the Headteacher believes that the situation poses a significant danger to an individual or others in the school community.

Safeguarding

We follow Keeping Children Safe in Education guidance and regularly train staff. All school staff are aware of their safeguarding responsibilities and are regularly trained in the principles and procedures of safeguarding in order to meet the needs of all pupils.

As a school we work together with all agencies from neighbouring local authorities to identify, provide early help and targeted support and interventions.

Bullying / Cyber Bullying / Prejudice based and Discriminate Behaviour / Bullying

What is bullying? "It may be distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another, or a group of others, is premeditated and usually forms a pattern of behaviour rather than an isolated incident." (DfES Circular 8/94 Pupil Behaviour and Discipline)

STOP - Several Times on Purpose

Bullying can take several forms:

Physical aggression such as hitting, kicking and damaging or taking belongings.

Verbal aggression such as name-calling, nasty teasing or spreading rumours.

Indirect aggression such as being ignored, left out of activities or threatening looks.

A child can be bullied by adults and children either at home or at school.

Where the bullying is directed against a person because of their gender or cultural identity, it becomes part of the wider issues of racial and sexual harassment. In

these cases, attempts to reduce the bullying need to be carried out in conjunction with measures to reduce the prejudices which give rise to the problem.

Where and when does it happen? In the playground during breaks, during lesson time and on the way to and from school.

What to do: Staff should continue to be vigilant for signs of bullying and always investigate further if they suspect that it is happening. This should be done with care. It is likely to have been an on-going problem and precipitate action should be avoided unless a pupil is thought to be in grave danger. As soon as possible, talk to the **Senior Leadership Team** and where further action is necessary, staff who deal with the child will need to be told.

Parents: Should the school be concerned regarding an individual child's persistently unacceptable behaviour; the parent would always be informed. The school would wish to work in partnership with the parent to attempt to resolve problems.

Prevention: The school ethos is such that bullying is unacceptable. This needs to be reinforced by pupils discussing the possibility of it, how to cope if it happens and who to go to etc. Our curriculum supports the teaching to prevent bullying in any form.

Please see our Anti Bullying Policy

Out of school activities - This policy applies to school run out of school clubs.

Use of reasonable force

Objectives and Principles:

The Headteacher and Governors have a responsibility to maintain the safety of pupils and staff. There is a responsibility to prevent serious breaches of school discipline and to prevent serious damage to property. This policy should be communicated to all staff, pupils and parents.

As all members of school staff are authorised by law to use force the school does not have a no-contact policy. We are, however, committed to the principle that force and restraint should only be used in a reasonable way and when all other means of resolving issues are deemed to be inappropriate.

We recognise that force in schools is generally used for two different purposes:

- a) To control: 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 ushering a pupil away by placing a hand in the centre of the back)

- b) To Restrain: 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.

Minimising the Use of Force:

At Lent Rise School we aim to create a calm and orderly environment that minimises the risk of incidents arising that might require the use of force. This is done in a number of ways:

- Following Norfolk Steps ‘Step On’ Behaviour Management approaches
- Identifying key staff to be trained on Norfolk ‘Step Up’ principles and practices
- Using resources including Social and Emotional Aspects of Learning to teach pupils how to manage conflicts and strong feelings
- Ensuring staff are aware of de-escalation techniques to manage conflict if it does arise
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
- Having up to date and regularly reviewed risk assessments and positive handling plans for individual pupils

Staff Trained on using Norfolk Steps ‘Step Up’ principles and practices:

Jill Watson	3 rd January 2024
Rachael Small	3 rd January 2024
Sarah Boxall	3 rd January 2024
Hayley Johns	3 rd January 2024
Rob Jenkins	3 rd January 2024
Eleanor Joyce	3 rd January 2024
Mat Harman	3 rd January 2024
Megan Fisher	3 rd January 2024
Alec Waldeck	3 rd January 2024
Kat Przbylo	3 rd January 2024
Kathryn Ward	3 rd January 2024
Rebecca Enright	3 rd January 2024

Monica Kaur	3 rd January 2024
Ewan Anderson	3 rd January 2024
Divya Verma	3 rd January 2024
Linda Burniki	3 rd January 2024
Jo Kapica	3 rd January 2024
Kirstin Paveley	3 rd January 2024
Harriet Springford	3 rd January 2024
Keeley Vessey	3 rd January 2024
Sam North	3 rd January 2024
Paige Reeves	3 rd January 2024
Kiran Masood	3 rd January 2024
Kirsty Foley	3 rd January 2024
Myiesha Hawkins	3 rd January 2024
Kelly Ide	3 rd January 2024
Dama Anand	3 rd January 2024
Sarah Anderson	3 rd January 2024
Kirsty Akehurst	3 rd January 2024
Lili Bailey	3 rd January 2024
Charlotte Bunce	3 rd January 2024
Salvina Caltagirone	3 rd January 2024
Amelia Christie	3 rd January 2024
Terri Farnborough	3 rd January 2024
Lauren Green	3 rd January 2024
Manjit Jaswal	3 rd January 2024
Tamkeen Kazmi	3 rd January 2024
Jasmine Lovell	3 rd January 2024
Donna Moule	3 rd January 2024
Kirsty Norris	3 rd January 2024

Zamira Osmani	3 rd January 2024
Mary Porter	3 rd January 2024
Scarlett Rose	3 rd January 2024
Louise Barnard	3 rd January 2024
Toni O’Leary	3 rd January 2024
Sharon Harding	3 rd January 2024
Pauline Baldwin	3 rd January 2024
Kelly Corkhill	3 rd January 2024
Lynn Gray	3 rd January 2024
Amy Hunt	3 rd January 2024
Linda Lewis	3 rd January 2024
Anne Ruffle	3 rd January 2024
Sandra Ruzickova	3 rd January 2024
Kerry Davis	3 rd January 2024
Shazia Ashfaq	3 rd January 2024

Deciding Whether to Use Force:

Staff should only use force when:

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

Some situations where reasonable force might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils
- To prevent a pupil causing deliberate damage to property
- To prevent a pupil causing injury or damage by accident, by rough play, or by the misuse of dangerous materials or object
- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so when the safety of others or themselves is compromised
- To prevent a pupil behaving in a way that seriously put the safety of themselves or others at risk

It is unlawful to use force as a punishment and staff should not do this under any circumstances.

Staff will be kept informed about, and advised how to deal with, pupils who present particular risks to themselves. These pupils should have an individual risk assessment and individual behaviour plan that determines the likely triggers for undesirable behaviour and the effective ways to manage such pupils. See Appendix C. It is likely, but not exclusive, that these pupils will be determined as having a BESD SEN.

If a pupil is suspected of having a weapon or any other dangerous object and is likely to resist a search, staff should alert the office staff and call the police to deal with the situation.

Recording Incidents:

Any use of force or restraint must be recorded using the school reporting system

Reporting Incidents

The school acknowledges it has a duty to report to parents if there has been a significant incident where a member of staff has used force or restraint on a pupil.

Once an incident is recorded and passed to the Headteacher and he/she will make a decision about whether the incident is deemed as significant within 1 working day.

If the use of force or restraint is seen to have been significant it must be reported to parents by a member of the leadership team. Ideally this will be by telephone and will occur as soon as possible after the incident.

Post Incident Support

If there is any injury to the child as a result of the use of restraint or force first aid and medical assistance should be sought immediately. Staff and pupils should be given appropriate emotional support.

Any member of staff who has been assaulted may decide to report the incident to the police or seek advice from their professional association

We will ensure that there is clear follow up and use of sanctions, in line with the behaviour policy

We will work to help the pupil and staff involved to rebuild a productive working relationship so, where appropriate, they may resume professional contact.

Out of school activities

This policy applies to school run out of school clubs.