

**LONDON STEINER SCHOOL**  
**SCHOOL BEHAVIOUR HANDBOOK**

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## Code of Conduct

**The ethos behind our whole education aims to foster an atmosphere of appropriate behaviour, mutual understanding, respect and tolerance within all members of the school community.**

**We aim to encourage self-discipline, to allow a positive, safe and happy community to be both stimulating and successful.**

**Everyone must follow the code  
whilst in school,  
on outings with the school,  
or when representing the school  
and pupils should also do so on their journey  
to and from school.**

We will treat each other with respect,  
courtesy and consideration.

We will be peaceful, thoughtful and  
positive to each other.

We will be mindful of the health, safety  
and the rights of others.

We will care for each other,  
our surroundings  
and each other's belongings.

## Positive Behaviour Policy

***This behaviour policy is based on the principle of shared mutual respect between all members of the school community.***

### Values

Our school is founded upon a belief in the uniqueness of the individual. It seeks to develop individual strengths; remove obstacles to learning; identify areas for development; and bring these areas into balance in an environment founded on trust, respect, and communication.

### Approach

Our approach is to encourage behaviour which promotes a healthy learning environment, through positive and proactive strategies. We differentiate our approach and have different expectation for children of different ages.

We endeavour to build positive relationships throughout the school by respecting the feelings and qualities which are expressed in behaviour. Building on an understanding of the particular needs of individual pupils, we use preventative and differentiated strategies to foster positive interactions and dialogue throughout the school community.

We believe teaching is a creative vocation and this includes a proactive and creative approach to good classroom management which includes dealing with healthy low-level boundary pushing. Individual teachers will creatively manage this in their own ways.

When more challenging behaviours occur, we will respond with clear and targeted corrective strategies, which encourage dialogue and build relationships.

We strive to put our beliefs and our policy into practice by sharing strategies and insights across the teaching body on a regular basis, developing a toolbox of proactive strategies to promote dialogue and build positive relationships.

### Expectations

We recognise that a positive learning environment is built upon strong relationships and that behavioural issues are minimised when good relationships are cultured. With this in mind we have high expectations as to the behaviour of every member of the school community.

#### ***Teachers are expected to:***

- Present lessons with a sense of rhythm, creating a safe learning environment.
- Relate to pupils at an age-appropriate level.
- Ensure that a number of different instructional methods are offered, and verbal instruction is of an appropriate length.
- Be proactive in observing the children's behaviour and avoiding conflict.
- Communicate observations to children via methods such as eye contact, gesture and short phrases.
- Redirect a pupil who is uncomfortable to a new focus or activity.
- Consult with colleagues on effective ways to respond to different patterns of behaviour.
- Develop and outline clear behaviour guidelines each year, engaging pupil voice through an interactive process where appropriate.

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- Resolve any instances of conflict in a non-confrontational and supportive way, which addresses the behaviour and not the person.
- Help pupils find creative solutions to conflict which celebrate individual qualities and diversity.
- Create opportunities for pupils to reflect upon and share their learning experiences.
- Ensure adequate supervision
- In the case of bullying, follow the procedures set out in the Anti-Bullying policy and Procedures Document.

## *Pupils are expected to:*

- Treat all other members of the school community with respect and care.
- Engage willingly in lessons and try to communicate with the teacher when they are having difficulty doing so.
- Have respect for school buildings and contents
- Have respect for their own and others' belongings
- Have respect for their own and others work

## *Parents are expected to:*

- Communicate to teachers any information about the pupil's home life which may have an impact on their learning.
- Maintain a constructive dialogue with the teachers about their pupil's development.
- Attend parents' evenings.
- Ensure that pupils arrive on time to school in accordance with the Attendance Policy.

## Occasional challenging behaviour

If a child has not responded to the usual classroom management techniques, other strategies may be used. Ideally, the child is asked to do something that relates to the behaviour, **for example:**

- If they break something, they should be asked to fix it.
- If they leave a mess, they may not only be asked to clean it up, but also be responsible for another cleaning duty for a period of time.

## ***Other more generic strategies used in order of severity are:***

- Communicate with the child and bring their awareness to how their behaviour is affecting the lesson.
- Ask a child to make an apology card.
- Send a pupil into another appropriate class to be supervised while they reflect on their behaviour. Pupils in this instance either take some of their own work to complete into the class or draw apology cards.

Disagreements between pupils may be resolved by asking each pupil to tell the other: three things about their life the other did not know. Both children will then tell the teacher what they have learnt about the other child.

## Patterns of Challenging Behaviour

If challenging behaviour is, or becomes, habitual teachers will use some of the following strategies:

- Observe and record behaviour.
- Consult with colleagues for short term 'united' strategies that are age appropriate.
- Invite a colleague into a lesson to make detailed observations or go and observe the class in another lesson.
- Look for ways to change the learning environment which will take pressure off the behaviour.

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- Inform and consult with parents.
- Be on the look-out for any opportunities for positive interaction with the child in a different scenario.
- Recommend the child for a Child Study in teachers' meeting
- The School Doctor and/or Educationalist may be consulted.

## Serious incidents

In responding to serious incidents, which threaten the health and safety of others, teachers will:

1. Act to ensure the immediate safety of all members of the school community
2. Inform relevant colleague
3. If school age, consult with pupil at an age-appropriate level. For older Kindergarten children and classes 1- 3 this might simply be an opportunity to express any feelings in a safe space, perhaps artistically
4. Contact the pupil's parents and arrange a meeting with the parents and at least one other colleague (standard policy at LSS for parent/staff meetings)
5. Determine sanctions that are deemed to be achievable and effectively balanced with preventative strategies to avoid a similar issue in future
6. If necessary, inform pupil that teachers will work together to help them devise a behaviour plan which sets out learning goals

### ***Sometimes it may be necessary to:***

1. Devise an Individual Behaviour Plan (IBP) including a date for review.
2. Begin a conduct card (report card) to measure progress through lesson
3. Start a 'formal report' – involving teacher and parent monitoring
4. Decide on fixed term exclusion (See below on Fixed Term Exclusion)

## Communications with Parents

There is regular communication with parents and carers through termly parent/teacher conversations and whole group parent meetings. In some instances, the teacher will agree a Personal Learning Plan/IEP with the parents, which will target particular behaviour difficulties.

## SEND

Challenging behaviour as a result of SEND will be carefully monitored and a plan put in place on the pupils IEP that will involve communication with the SENCO, the child themselves, the parents and the teachers.

## Important Note

Staff are made aware, and must be aware, that some challenging behaviours may be the result of a child suffering harm, if this is a possibility The Designated Safeguarding Lead (Helen Fraser) must be informed and consulted, and reference made to the safeguarding/child protection policy.

## Related Policies

LSS Curriculum policies parts 1 and 2

LSS Anti-bullying policy

LSS inclusion policy

LSS SEND policy

LSS Safeguarding and child protection policies

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<b>Reviewed by/date</b>	<b>Helen Kinsey 10/21</b>
<b>Approved by/date</b>	<b>College of teachers 10/21</b>
<b>Approved by/date</b>	<b>Trustees 10/21</b>
<b>Next review</b>	<b>10/23</b>

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## Anti-Bullying Policy

It is a basic entitlement of all children at LSS that they receive an education free from humiliation, oppression and abuse. The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils or by parents.

Throughout this policy the term 'parent' is used to mean a pupil's parent, carer or guardian.

### Statutory Duties of The School

All schools have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004).

Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007).

### This policy includes:

- Bullying of pupils by pupils within school
- Bullying of and/or by pupils outside of school, where the school is aware of it.
- Bullying of staff by pupils and parents within or outside school
- Allegations about bullying of pupils by staff will be dealt with under the school's Safeguarding Policy.

### Definition

LSS has adopted the following definition of bullying:

When a person's or group of people's behaviours, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- 'Badly different', alone, unimportant and/or unvalued

Unable to see a happy and exciting future for themselves.....it *could* be bullying.

When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this *is* bullying.

If someone is made to feel like this, or if they think someone they know feels like this, it should be investigated. This should happen straight away as it can take a long time to build up the courage to tell. However, lots of things can make people/us feel bad, sometimes it depends on the situation we are in, and it is not always bullying. It is also important to note that children's relationships to others in the school can vary tremendously. Children can be the best of friends one day and at loggerheads the next. Parents and staff therefore need to be aware that temporary breakdowns in relationships do not necessarily constitute bullying.

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To take this into account, the following definition, adapted from one written by the Anti-bullying Alliance, is also useful:

- Bullying is any behaviour by an individual or group that:
- Is meant to hurt –the person or people doing the bullying know what they are doing and mean to do it;
- Happens more than once –there will be a pattern of behaviour, not just a ‘one-off’ incident;
- Involves an imbalance of power –the person being bullied will usually find it very hard to defend themselves.

It can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM)

*Where individuals or groups bully different people, this will be seen as a pattern of bullying behaviour and treated as such.*

LSS recognizes that bullying that is motivated by prejudice is a particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs, and that pupils with SEND are at particular risk of bullying. I

Conversations about difference and the concepts of equality and diversity are woven into the curriculum at all levels. Teachers have continual dialogue in teachers’ meetings and are trained on INSET days.

Further details of our commitment to this can be found in our Equality and Diversity Policy.

## Cyber Bullying

LSS recognises the increase in cyber bullying and its effects. Currently children do not use digital technology in school however we are aware that at home, while we strongly discourage use of digital technology below class 7 and ask parents to supervise use in classes 7 and 8, children do have access to mobile phones, tablets and other digital technology. All staff have been trained in on line safety and we are currently developing effective and child appropriate e safety teaching for children encouraging the children to use if necessary) the **Childline** number in school.

Please also see LSS E-Safety Policy.

## Identifying and reporting concerns about bullying

All concerns about bullying will be taken seriously and investigated thoroughly. We are aware that pupils who are being bullied may not report it. However, we recognize that there may be changes in them if they are being bullied, including:

- Withdrawn behaviour
- Deterioration in work, including lacking concentration
- Erratic attendance or spurious illness
- Persistently arriving late at school or truanting
- General unhappiness or anxiety
- Clingy behaviour around adults
- Physical symptoms, including headaches, stomach aches, fainting fits, vomiting or hyperventilation.



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Teaching and ancillary staff will be alert to the signs of bullying and act promptly and firmly.

Pupils who are bullying others also need support to help them understand and change their behaviour.

Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All pupils will be encouraged to report bullying by:

- Talking to a member of staff of their choice
- Contacting local and national support agencies for advice/support e.g. **Childline** (class 5 upwards)

Staff who are being bullied will be encouraged to report it to a colleague of their choice.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it, either directly to the class teacher or by using the Parental Concerns and Complaints procedure.

## *Different roles in bullying:*

From DCSF guidance document (2007) "*Safe to Learn; embedding anti-bullying work in schools*"

- The **Ring-Leader** - the person who through their social power can direct bullying activity.
- **Assistants/associates** - who actively join in the bullying (sometimes because they are afraid of the ring leaders).
- **Reinforcers** - who give positive feedback to the bully, perhaps by smiling or laughing.
- **Outsiders/bystanders** - who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- **Defenders** - who try and intervene to stop the bullying or comfort pupils who experience bullying.

It should be noted, however, that the same pupil can adopt different roles at different times, or indeed at the same time (a bullied pupil might be bullying another child at the same time, or a seeming "reinforcer" may become a "defender" when the bully is not around).

## Responding to reports about bullying

**If a pupil is bullying another pupil or member of staff the school will take the following steps:**

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it.
- A clear account of the concern will be recorded and given to the relevant class teacher and member of the Safeguarding Team.
- All accounts of the incident(s) will be listened to, including those of bystanders.
- Written records will be kept of all incidents and the response.
- The incident will be discussed, including the problems behind it and possible solutions with the victim and the bully. The victim should not be expected to attend a meeting where they have to face someone who is bullying them unless they are well supported and willing to do so. Both parties should be informed/reassured that the matter will be dealt with and that other teachers and the parents of those involved will be informed.

**If the reported bullying involves a member of staff being bullied by a parent, the following procedure will occur:**

- Designated trustee for staff support will be informed. If the member of staff belongs to a union, they will also be advised to utilize this route for support.

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- The trustee will talk over the situation with all relevant parties; ascertain the problems behind it and discuss possible solutions with both the member of staff, and the parent.
- Until the situation is resolved, the member of staff should only meet with the parent (e.g. to discuss matters concerning the parent's child) with the support and in the presence of another member of staff.
- Written records will be kept of all incidents and responses.

## Action to be taken if bullying is found to have occurred

1. The situation to be discussed in the teachers meeting where all teachers teaching all children concerned to be asked for their observations. Actions taken forward to arise from this meeting.
2. The class teacher and, if required, an appropriate colleague, to meet separately with parents of both the child who is being bullied and the bully to discuss the situation and possible solutions and actions that could be taken.
3. A short anti-bullying action plan should be produced in order to:
  - Address any specific issues.
  - Identify actions that are required so that the person being bullied can feel safe at school; this may involve restricting the movements and freedom of the bully(s) if necessary. (see sanctions below).
  - Provide clarity amongst pupils, parents and staff about actions to be taken/followed;
4. If appropriate, remind all the pupils in a class that they too must share the responsibility for caring for others; allowing something to happen is actually participation, although passive.
5. Review meeting following Teachers meeting. Possible Child study.
6. In Kg and in the younger classes, Class Teacher and or Religion Teacher to tell Pedagogical Stories. This is part of LSS therapeutic application to education as given by the Waldorf curriculum. It works deeply into all the children concerned and is part of a longer-term strategy to strengthen emotional resilience.
7. Follow up in the coming weeks and months by the class teacher and/or Safeguarding Lead in order to check bullying has not resumed.

**If there are concerns that a pupil is suffering, or is likely to suffer, significant harm as a result of bullying, it will be treated as a child protection concern and we will follow our safeguarding and child protection procedures.**

## *Support for pupils who have bullied:*

Often children who have bullied are themselves in need of help. Children who have bullied may be helped if the class teacher is able to:

- Discuss with them what happened.
- Discover why the pupil became involved /instigated the action.
- Establish with the pupil the wrong doing and the need to change.
- Inform parents to help change the attitude of the pupil.
- Use specialist interventions or referrals to other agencies where appropriate.
- Apply sanctions as appropriate.

The Faculty of Teachers will support the class teacher and a child study may be held and pedagogical stories (see 6 above) may be told.

## *Sanctions may include the following:*

- Official warning to cease bullying behaviour;

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- Reduced freedom (due to lack of trust) – e.g.; walking only with the teacher to lunch breaks at the park or in some instances staying in school to help teachers.
- Tasks of value to the wider community of school children, such as helping to clean the school.
- Separation from group – either in the same classroom (i.e. desk away from any other child) or within another supervised room, for as long as needed
- Fixed Term Exclusion
- Permanent exclusion (particularly in the case of violent bullying)

## Bullying that occurs Outside School

If it is discovered that the bullying occurs outside school, in addition to discussions with the parents of the children concerned, the school may contact any other agencies as appropriate (e.g. youth clubs, transport providers, police) to provide information about the School's concerns and any actions being taken

## Preventative measures

Where there is evidence of a culture of unkindness and the potential for bullying to develop, staff will work with their classes to raise awareness of the nature of bullying through pedagogical stories, assemblies and informal discussion, as appropriate, in an attempt to eradicate such behaviour.

## Policy on Pupils and Harmful Substances

### Introduction

One of the aims of the School is that the pupils should abstain from the use of harmful substances as a matter of personal choice. Guidance and influence is provided to this end. However, circumstances arise and temptations occur, and this is the current School policy.

Pupils must not possess or consume tobacco, alcohol, any legally banned drug, any 'legal high' or other harmful substance such as glue or lighter fuel during School hours on the premises or whilst with the school offsite, nor should they possess or consume them off the premises within the vicinity of the School, before or after School.

Under current guidance, school staff can search any students suspected of carrying legally banned drugs, age restricted substances and also substances they reasonably believe are illegal but which may, after testing, be found to be legal - 'legal highs'. This also allows school staff to confiscate and dispose of, any substances that they find on school property.

The School reserves the right to proscribe substances or usage in addition to those legally banned, age restricted, or on which legislation may be pending. Parents will be informed of any changes to this policy and the school's requirements.

### Procedures

- In the event of a pupil or pupils *being suspected* of possessing and/or using drugs or other illegal substances, whether on or off the School premises, and if a pupil is in the company of those suspected, the school will:
  1. Initiate action to ascertain the relevant facts and circumstances
  2. Request the pupil to turn out pockets and bags to search for forbidden substances
  3. Confiscate any forbidden substances
  4. Inform the parents of the pupil(s) involved

All these considerations will depend upon the individual circumstances of each case

- In the event of a pupil or pupils *being found* in possession of, or using, drugs or other illegal substances during *School hours on School premises*, the School will take steps 1 to 4 and also:
  5. Impose immediate suspension of the pupil concerned. The pupil will be given work to do at home
  6. Consider informing the parents of other children in the school who may be influenced by the pupils involved
  7. Consider imposing reparation in the form of work inside or outside of the School
  8. Consider informing the police
  9. Repeat offenders will be considered for exclusion from the School
- If a pupil or pupils are found in possession of, or using drugs or other illegal substances *out of School hours and off the School premises*, the School will take steps 1 and 4 and consider taking steps 5, 6, 8 and 9

## Use of Reasonable Force Policy and Procedures

### Communicating the LSS approach to the use of force

- Every school is required to have a Behaviour Policy and to make this policy known to staff, parents and pupils. The Trustees should notify the College of Teachers that it expects the school Behaviour Policy to include the power to use reasonable force.
- There is no requirement to have a policy on the use of force, but it is good practice to set out, as part of the Behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed
- Schools do not require parental consent to use force on a student
- Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

### Expectations

- Children should be treated with dignity and respect.
- It is the School's policy that all staff should avoid physical intervention wherever possible.
- Physical intervention should not be used unless its use is to prevent a pupil harming him/herself or others or from damaging property.
- The main responsibility of any adult involved in any situation with a child is to maintain safety to themselves and to the pupils. One of the most effective methods is by attempting to de-escalate incidents.
- The adult's growing knowledge of a pupil's behaviour pattern, key triggers and the suitability of particular discipline methods will help effective incident management.
- All staff placed in positions of responsibility with children are expected to work together to share their knowledge of the individual children for this purpose.
- Adults are expected to develop their own self-knowledge in order to recognise their abilities to retain self –control and seek assistance in particular situations.

### Physical Contact in main school

In some instances, physical contact with children is beneficial, such as:

- Reassuring pats on the shoulder or arm if a pupil is upset.
- Small children often seek physical contact however **certain physical contact is absolutely not acceptable, e.g.** applying hands to sensitive parts of the body such as the throat, genital areas, breasts and bottom.

In other instances, physical contact can be necessary.

The following gives guidelines and procedures for when it is necessary.

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## Safe Practice: expectations from staff

- No member of staff should use inappropriate language or make demeaning or sarcastic remarks to, or in the presence of pupils.
- If there is any suspicion by a member of staff that a pupil is becoming inappropriately attracted to them or that they are becoming worried about their feelings towards a pupil, the member of staff must discuss this with a mentor and/or either of the Child Protection Officers.
- If a member of staff is aware of personal circumstances that may adversely affect their professional judgement (e.g. bereavement, ill health etc.), it is advisable that they discuss these with a mentor and/or either of the people on the Safeguarding Team so that suitable support arrangements can be made.

## INCIDENTS

*De-escalating incidents Staff should follow the following guidelines:*

- Take a brief moment to objectively assess the situation, paying particular attention to the posture, approach and speech of the pupil and oneself
- Speak calmly to the pupil, repeating any request politely and firmly. Use a stricter voice if necessary.
- Show willingness to talk when unacceptable behaviour stops, walk away from the pupil, if necessary
- Ask the pupil to leave the room for a few minutes, make sure that a short time period is expressed and for younger children it is helpful to give them a set task to do in that period, before returning to the classroom
- Remain calm and show no immediate reaction. If necessary, address the incident later at a less emotionally charged moment
- It can sometimes be helpful to use humour to lighten a situation, being careful not to allow any unkind or negative humour to be used against the pupil
- Seek assistance from the teacher in the neighbouring classroom to either take over dealing with the incident or to supervise both classrooms whilst one is dealing with the incident. On no account should a teacher leave a classroom unsupervised in order to deal with a situation. It is better to send a couple of responsible children to the office or another class to seek additional adult support
- Divert attention to something else if possible
- Use an appropriate sanction (sanctions must be moderate and reasonable.)

**No staff member must ever reach out if feeling any build-up of exasperation, frustration or anger whatsoever. If such a situation begins to develop, staff are encouraged to put their hands behind their back and distance themselves from the situation by walking away/seeking assistance etc.**

## Early Years Physical handling

**LSS works, in the Early Years settings, with Safe Touch and with children's individual needs.**

If appropriate we touch children's shoulders, arms, upper back, knees and /or top of tummy.

If needed, we comfort children by letting them sit on our laps and soothe them by stroking their back.

We lift them under the arms and hold them on our hips.

## Use of Physical Control or Restraint

Occasionally physical control or restraint needs to be used. It must only be used as a last resort where all other strategies have been tried or where there is immediate danger to the pupil or to others

The decision of whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

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The following guidelines for physical restraint should be followed:

- Wherever possible the assistance of a second responsible adult should be obtained
- Other people present, staff and/or students may act as assistants and witnesses or help to defuse the situation
- The degree of force used should be for the purpose of restraint only and should not exceed the level of force of the presenting behaviour
- Physical force should NEVER be used to coerce a pupil to gain compliance with an adult's instruction
- Through every stage staff should clearly inform the pupils of the options
- As soon as it is safe, restraint should be gradually relaxed to allow the child to regain self-control.
- Restraint should be an act of care and control not punishment
- Nobody should feel compelled to intervene physically with a pupil if they themselves are personally at risk. There is no requirement for staff to intervene, but a duty of care to help in whatever way they are able.

## 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 used either to **control** or **restrain**. If intervention does take place the staff member should continue to attempt to communicate with the pupil throughout the incident and should make it clear that the contact will cease as soon as it stops being necessary.

'Reasonable in the circumstances' means using no more force than is needed.

**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, but in extreme cases it may not always be possible to avoid injuring the pupil.

If intervention does take place the staff member should continue to attempt to communicate with the pupil throughout the incident and should make it clear that the contact will cease as soon as it stops being necessary

## *Who can use reasonable force?*

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the College Chair has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

## *Physical intervention can take several forms:*

- Physically stepping between pupils

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- Any holding tactic in which a young child is restrained without injury until he/she has calmed down
- Holding a child's arms against the sides of their bodies
- Holding a child's arms or legs to prevent or restrict striking or kicking
- Pushing
- Pulling
- Blocking a pupil's path
- Leading a pupil by the hand or arm
- Shepherding a pupil away
- Using more restrictive holds (only when approved and supported by training undertaken)
- Use of sufficient physical force, without causing injury, to remove a weapon or other dangerous object from a pupil's grasp. If foreseeable, this requires specialized training

**Pupils must not be placed on the floor unless staff have received specialist, accredited training. During ground holds the young person's well-being should be monitored continuously and monitoring should continue immediately after the restraint until the young person has recovered. This monitoring will be according to specialist training.**

## *When not to use force and what not to do*

Physical force should not be used in the following situations:

- When the adult dealing with the incident does not feel confident that it is the right approach
- In frustration or anger, Staff are encouraged to put their hands behind their backs and distance themselves from the situation by walking away and seeking assistance
- Certain physical contact is not acceptable e.g.
  - applying hands to sensitive parts of the body such as the throat, genital areas, breasts and bottom
  - placing pressure on joints or taking hold of pupils by the wrist
- Schools cannot use force as a punishment – it is always unlawful to use force as a punishment

There are certain restraint techniques identified by experts, which have been presented as an unacceptable risk when used on children and young people, and must not be used.

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

## *When can reasonable force be used?*

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:



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- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk theirs or others safety or would cause disruptive behavior of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

## Power to search pupils without consent

In addition to using reasonable force as described above, senior members of staff may use such force as is reasonable in given necessary circumstances to conduct a search (without consent) for the following “prohibited items”, and confiscate any that they find, including any item that they consider harmful or detrimental to school discipline.

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Force cannot be used to search for other items banned under the school rules, but staff can ask for consent, which does not have to be written, and impose sanctions as considered appropriate by senior members of staff.

## EYFS Use of Reasonable Force

If a child needs to be removed from the classroom we practice appropriate handling where children are gently picked up under the arms if they are unwilling to move of their own accord. They are taken to a quiet space where the teacher lets go of the child to minimize any further distress.

## Recording incidents

The Incidents folder is kept in the office and all incidents, including those where force is used, should be recorded on an incident form, detailing the following information:

- The Date Time and Place of the incident
- Name of pupils involved

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- The names of other staff and pupils who witnessed the incident
- How the incident began and progressed; pupil behavior; what was said; steps taken to defuse the situation
- Whether Force took place, the reason force was necessary, the degree of force, how control or restraint was applied and for how long
- Pupil's response to the use of force
- Outcome of the situation
- Details of any injury or damage
- Signature and date

Parents must be informed of the incident either in person or by telephone call, as soon as possible.

Staff may find it useful to ask for help from other colleagues when completing the report. Talk over the incident and handling of it with a colleague, either a mentor and/or one of the Designated Safeguarding Officers.

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## Exclusion Policy

### Principles

- Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Rules and Positive Behaviour Policy. A pupil may be at risk of exclusion from school for:
  - Verbal or physical assault of a pupil or member of staff
  - Persistent and repetitive disruption of lessons and other pupils' learning
  - Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions
- Exclusion from the school can only be authorised by the Chair of the College of Teachers
- In the case of a Permanent Exclusion the Chair of Trustees will be notified of the intention to impose this sanction, however the final decision rests with the College
- The school seeks to prevent incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school as outlined in the Positive Behaviour Policy

### Notification of a Fixed Term Exclusion

- In the first instance of an Exclusion parents will be notified by the Class Teacher or the Chair of the College of Teachers by a direct phone call or in a face-to-face meeting
- A pupil who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour
- The Chair of Trustees and relevant school staff will be notified of the exclusion on the day of the exclusion. They will receive a copy of the letter; it will clearly outline the reasons for exclusion

### Pupils Returning from a Fixed Term Exclusion

- All pupils returning from a Fixed Term Exclusion are required to attend a reintegration meeting accompanied by a parent
- This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between pupil, parent and school

### Notification of a Permanent Exclusion

- Parents will be notified as soon as possible of the decision to exclude a pupil and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting with the Chair of College
- A written confirmation of the reason(s) for the exclusion will be sent to parents the within 2 working days
- The Chair of Trustees and relevant school staff will be notified on the day of the exclusion. They will receive a copy of the letter; it will clearly outline the reasons for exclusion

### Appeals

- All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Board of Trustees against the decision to exclude
- The person who should be contacted to initiate an appeal is the Chair of Trustees: Philip Martyn

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## Exclusion Procedure

### Discipline

This procedure is linked to the Promotion of Good Behaviour, Anti-Bullying and Exclusion Policies. It is also linked to the Code of Conduct.

All disciplinary action should have a clear pedagogical purpose and value. In cases of persistently difficult behaviour, the procedure below will be followed. Sometimes the decision to seek further professional advice from suitably qualified persons such as a clinical or educational psychologist will be employed.

At London Steiner School exclusion is the last resort in the discipline process.

### There are two types of exclusion:

#### *1) A fixed term exclusion:*

**This is** for a specific number of school days (formerly known as suspension). Under this option a pupil cannot be excluded for a period totalling more than 15 days in one term (i.e. max 45 per year).

#### *2) A permanent exclusion: (formerly known as expulsion):*

A representative of the Teacher's Meeting (kindergarten or class teacher) can send a pupil home from school – because of the way he/she is dressed or because they are unwell. This is not the same as an exclusion.

The school reserves the right to exclude pupils on the grounds of non-payment of fees or for non-cooperation or defamation from parents.

The 1993 Act abolished the category of indefinite exclusion.

### The Exclusion Procedure should be used only after an extremely serious breakdown in behaviour

#### *The Class Teacher must:*

- Confer with the College Chair
- Inform the pupil's parents/guardians immediately giving reasons
- The pupil must be sent to wait in the Office or in a safe place with a member of staff until arrangements are made for the pupil to leave the school premises
- Record the exclusion in the incident book
- Confirm the exclusion and reasons in writing to the parents/guardians within a reasonable time frame

Whether a Fixed Term (together with the duration) or Permanent Exclusion, will be decided as soon as possible in conjunction with the Chair of College. In most cases all teachers who teach the pupil in question will be informed and consulted. Conditions may be demanded of the pupil before re-entry into the school is allowed and sanctions imposed.

Parents will always be kept informed of the procedure and asked to support the process.

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## Related Policies and Documents

- LSS Inclusion and Equality Policy
- LSS SEND Policies
- LSS Complaints Policy
- LSS Safeguarding and Child Protection Policy
- LSS E-Safety Policy

## Monitoring, evaluation and review

Reviewed by/date	Helen Fraser September 2022
Approved by/date	College of Teachers
Approved by/date	Trustees and Management Group
Next review	August 2023