



## Behaviour & Discipline Policy

Date of policy:	May 2010
Date last review adopted by governing body:	20 <sup>th</sup> June 2019
Frequency of review:	Annual

### 1. Background

All schools are required to have a discipline policy that is publicised at least once a year to pupils, parents of registered pupils and members of staff. This policy complies with section 89 of the Education and Inspections Act 2006. It has been updated following the guidance from January 2016. The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year and the behaviour policy must be on the school's website. The named school governor for behaviour is the Chair of Governors, Ralph Bray.

### 2. Aims

- To provide an environment and community which fosters mutual respect and where every individual is valued, feels happy and secure
- To encourage and reward positive behaviour
- To encourage pupils to behave with consideration for others and their property
- To encourage pupils to come to terms with their own emotions
- To ensure consistency of approach in dealing with unacceptable or difficult behaviour
- To secure the support and co-operation of parents or carers in promoting positive behaviour in managing difficult behaviour
- To reflect British values and our school values in our approach to behaviour

### 3. Organisation and management

We believe every member of staff has a responsibility for promoting and maintaining good behaviour at all times within the school and when visiting places outside the school environment. Behaviour and discipline is organised and managed in accordance with the principles laid down in this policy. We listen carefully to complaints/concerns by parents and act upon them as quickly as we can. Findings are reported back as and when appropriate.

### 4. School code of conduct

Good behaviour means we expect everyone to:

- do their best;
- be polite, helpful and friendly;
- respect other people's feelings, needs and differences;
- take good care of the school building and property belonging to others;
- We also agree there are certain other rules we all try to adhere to:
- in the playground;
- in our classrooms;

- in the hall at lunchtime.
- Through discussion, each class adopts its own set of classroom rules, routines and values.

## 5. Parents

As well as the staff and the children, we believe parents have responsibilities for promoting good behaviour:

- making sure the children attend school regularly, on time, appropriately dressed and ready to learn
- take an active and supportive interest in their child's work and progress
- support the authority and behaviour management within the school

## 6. Strategies used in school

### Rewards

- praise for individuals and groups of children;
- presentation of work or actions to the class/the rest of the school as good examples;
- teachers' awards and stickers from other members of staff;
- being allowed to choose an activity e.g. extra playtime;
- Specific awards for lunchtime, for example the Fab Four;
- Team points;
- Stickers;
- Shooting stars;
- Best behaved class at lunchtime;
- Rewards linked to our HIPIP values;
- Ducks for best attendance;
- Own class agreed rewards
- Zones of regulation
- Card systems
- HIPIP awards for demonstrating our school values

### Modifying behaviour

- informal monitoring of noise and low-level behaviour issues by teachers and children;
- circle time (times when children can talk openly to each other about their concerns), as and when needed in response to issues;
- staff example, e.g. in response to raised voices and emotional response from a child, the member of staff maintains a calm, steady and quiet tone;
- staff modelling correct behaviour;
- warnings; the member of staff refers to the agreed sanctions procedures listed below
- Referring to senior staff

### Sanctions

- staff/child reminders; what is and is not acceptable or appropriate;
- removal from the situation (time out);

- reminder to the class that this child needs time out;
- work beside the teacher or with another adult in class or in another class;
- loss of privileges, e.g. miss a playtime, 'golden\*' time;
- referring to Headteacher;
- referring to parents;
- consistent management plans/ risk assessments for specific children.

Please note that these sanctions will not necessarily be applied in that order. For example if a member of staff is alone with the class then the referral to Headteacher may happen earlier and there is not another member of staff to supervise time out.

## **7. Effective classroom management**

### **Preventative action**

- the behaviour plan is made clear to all pupils;
- clear classroom rules which are displayed and taught to pupils;
- an aesthetically pleasing room, that is well planned, managed and tidy;
- a well-planned, interesting and appropriate curriculum;
- materials and resources for activities are prepared and available beforehand;
- needs are catered for, work is differentiated and One Plans used effectively;
- seating is appropriate and sensitively arranged;
- keeping an overview (i.e. adults have peripheral vision);
- adults move about the classroom to teach, monitor and praise;
- positive behaviour is praised as much as good work;
- differentiation means the activities in class are challenging for children and keep them engaged.

### **Corrective action**

This should be low key whenever possible, so the negative behaviour or attitudes are not given prominence. For example:

- There will be a warning first;
- Reminders about the right choices;
- tactical ignoring;
- simple direction;
- positive reinforcement;
- question/feedback (e.g. not accepting cheeky responses);
- rule reminders("now you know the rule");
- simple choices;
- isolation from peer group;
- removal from class in extreme cases.

### **Supportive action**

- there should be a follow (why did you...?);
- meeting with child, staff, parents where appropriate;

- seek parent, other staff and peer support;
- seek support from outside agencies.

### **Behaviour causing serious concern**

- bullying (emotional and physical) and racial harassment need to be reported to the Headteacher immediately, and will be dealt with quickly and firmly;
- teachers have a card with the class animal symbol on, which triggers immediate help on arrival at the office/Headteacher;
- teacher assistants/voluntary helpers are expected to request immediate help if needed, initially from the class teacher they are working with;
- midday assistants are asked to contact a member of the teaching staff. A member of the senior management team is always on the premises during school hours;
- "reasonable force" may have to be used to restrain pupils in exceptional circumstances, when other strategies have failed (see policy on the use of force to control or restrain pupils, for more detail);
- certain children will have their own consistent management plan/risk assessments signed by all involved parties and shared with parents;
- please see Anti-Bullying policy for full details.

## **8. Formal disciplinary procedures**

If a child displays serious or persistent anti-social behaviour, consultation is arranged between the teacher and parents so that an attempt can be made to correct the matter with the support of parents. In very exceptional cases, the Headteacher may exclude a child from the school for a fixed period, or may propose permanent exclusion in extreme cases. When a child is excluded for a fixed period of up to five days, they shall receive school work to do at home and will have it marked on return to school. The Headteacher will make arrangements with the parents for receiving the child back to school after a fixed-term exclusion, which will include the receipt of work completed during the exclusion. The governing body will meet, wherever possible, within 15 days of an exclusion that consists of a long period. Extra support will be sought from the LA to prepare for a child's return to school.

Such behaviour may include:

- Leaving the school premises without permission
- Physically violent behaviour
- Persistent refusal to do what an adult is asking them to do
- Verbally abusive behaviour (including swearing) directed at an individual
- Damaging the school building, property, equipment or grounds

Any exclusion, and the reasons for this decision, will be recorded by the senior team and discussed with both the child involved and their parents/ carer.

## **9. Links across the curriculum**

In all curriculum areas the children are taught to value and respect the world around them, and the values and beliefs of individuals. This may be regarded as "implicit" teaching of attitudes, and therefore,

behaviour. Certain curriculum areas have an "explicit" impact on behaviour management and upon how children react to each other and the people around them e.g. Religious Education, Physical Education and Personal, Social Health and Citizenship Education. (PSHE)

## **10. Special Educational Needs**

Some children, for a variety of reasons, will be subject to stepped support, because their behaviour is of particular concern, in line with the Special Educational Needs Code of Practice. These children require a good deal of sensitivity and sympathy from those around them. This places high demands on our resources, physical and human, as well as upon their peers. Their behaviour will become the main focus of a One Plan and a programme will be devised to encourage positive behaviour. A consistent behaviour management plan will be written for children with very severe behavioural needs, involving all relevant members of staff. Parents or carers will be consulted at an early stage and their co-operation will contribute to the programme. Where necessary, advice and guidance will be taken from other agencies e.g. Educational Psychologist, Family and Child Consultation Service, Behaviour Support

## **11. Recording and reporting**

Comments regarding a child's behaviour in school are made in the written annual reports which are sent home and discussed with parents. Where behaviour is part of an EHCP, there will be regular reviews. In other cases, the school staff will be aware of changes in behaviour in class and around the school. The Headteacher will maintain a log of incidents, and frequent appearances of individual children will be drawn to the parents' attention. Incidents where "reasonable force" has had to be used (see policy document for further detail) will also be recorded and parents notified. A spreadsheet of incidents, time of day etc. will be kept to look at patterns and times of day. There is also a reporting book for lunchtime incidents which do not require the Headteacher's attention, however the Headteacher reads the book and notes any further action. The book may be looked at in conjunction with the First Aid records.

### **Governors statement of Behaviour principals**

1. Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.
2. Section 88(2) of the EIA requires the governing body to:
  - a) make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
  - b) notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.
3. When carrying out the functions under Section 88(2), the governing body must have regard to guidance issued by the Secretary of State. Paragraphs 6-11 below provide this statutory guidance.
4. Before making their statement of principles, the governing body must consult the head teacher, school staff, parents and pupils.
5. The School Information (England) (Amendment) Regulations 2012 requires schools to publish their written statement of principles on a website.
6. The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy.

7. This is particularly important in respect of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school. Although these powers may look straightforward in legal terms, they are not always fully understood by staff, pupils and parents, and staff can feel particularly vulnerable to challenge if they use them.
8. Clear advice and guidance from the governing body, which feeds directly into the behaviour policy, will help members of staff better understand the extent of their powers and how to use them. It will also help ensure that staff can be confident of the governing body's support if they follow that guidance.

The governing body needs to notify the head teacher that the following should be covered in the school behaviour policy:

- a) Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
  - b) The power to use reasonable force or make other physical contact;
  - c) The power to discipline beyond the school gate;
  - d) Pastoral care for school staff accused of misconduct; and
  - e) When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
9. In providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.
  10. Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

## **12. Screening and searching and the power to use reasonable force**

Separate guidance is available on searching and on the use of force and governing bodies should draw on this to inform their guidance to the head teacher.

## **13. The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school's response to all non-criminal bad 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 governing body must be satisfied that the measures proposed by the head teacher are lawful. The governing body will need to ask the head teacher to consider what the school's response should be to any inappropriate behaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

In these circumstances, the Headteacher should consider whether it is appropriate to notify the police. If the behaviour is criminal or poses a threat to a member of the public, the police should be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering harm and follow its Child Protection policy accordingly.

## **14. Before and after school**

Prior to the school doors opening at 8.45am and closing after the children have been seen to their parents at the end of school, there is no staff supervision and the responsibility for the children's behaviour lies with their parents. However the school must prove they have taken steps to ensure the Health and Safety of all at this times. Staff will intervene if necessary if they notice inappropriate or unsafe behaviour at these times.

## **15. Equality statement**

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

If at anytime you are unsure or would like clarification of any aspect of our behaviour policy, please speak to a senior member of staff.