

PUPIL BEHAVIOUR & DISCIPLINE POLICY

The Governing Body recognise that we have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self regulation, self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment. We are committed to using restorative approaches wherever possible/appropriate.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

AIMS

- To create an ethos that makes everyone in the school community feel valued and respected
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and self-regulation and proper regard for authority and respect among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others

PROCEDURE

Role of the Governing Body

We recognise that the Governing Body has:

- The duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- Responsibility to ensure that the school complies with this policy
- Delegated powers and responsibilities to the headteacher to ensure that school personnel and pupils are aware of this policy;
- Delegated powers and responsibilities to the headteacher to ensure all visitors to the school are aware of and comply with this policy;
- The duty to support the headteacher and school personnel in maintaining high standards of behaviour;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring policies are made available to parents;
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

ROLE OF THE HEADTEACHER

The headteacher will:

- Determine the detail of the standard of behaviour that is acceptable to the school;
- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- Promote good behaviour by forging sound working relationships with everyone involved with the school;
- Encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- Ensure the health, safety and welfare of all children in the school;
- Work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- Monitor the effectiveness of this policy;
- Annually report to the Governing Body on the success and development of this policy.
- Lead the development of this policy throughout the school;
- Provide guidance and support to all staff;
- Provide training for all staff on induction and when the need arises;
- Keep up to date with new developments and resources;
- Work with the School Council;
- Monitor school support systems;
- Undertaken classroom monitoring;
- Track pupils through IEPs;
- Create links with parents;
- Deal with external agencies.

ROLE OF SCHOOL PERSONNEL

School personnel are expected to:

- Comply with all aspects of this policy;
- Encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- Promote self-discipline amongst pupils;
- Deal appropriately with any unacceptable behaviour;
- Discuss pupil behaviour and discipline regularly at staff meetings;
- Provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- Attend periodic training on behaviour management;
- Ensure the health and safety of the pupils in their care;
- Identify problems that may arise and to offer solutions to the problem.

ROLE OF PUPILS

Pupils are expected to:

- Be aware of and comply with this policy;
- Be polite and well behaved at all times;
- Show consideration to others;
- Make suggestions about school behaviour via the School Council.

ROLE OF PARENTS / CARERS

Parents / carers are encouraged to:

- Comply with this policy;
- Have good relations with the school;
- Support good behaviour;
- Ensure their children understand and value the meaning of good behaviour;
- Support school rules and sanctions.

ROLE OF THE SCHOOL COUNCIL

The School Council will be involved in:

- Determining this policy with the Governing Body;
- Discussing improvements to this policy during the school year;
- Reviewing the effectiveness of this policy with the Governing Body.

SCHOOL RULES

General School Rules have been adopted through consultation with staff and are discussed and displayed in classrooms around school. These form the basis for classroom rules, which are negotiated and agreed by the children at the start of each year. Acceptance and ownership of these rules [by both teachers and children] in addition to consistent and fair applications of them are crucial to the success of this policy.

CLASS RULES

Class rules and responsibilities must be agreed at the start of the school year and displayed prominently in class. These must be revisited regularly [at least once each half term]. Support is valued and expected from everyone in the school community, to promote the qualities of tolerance, politeness, good manners and respect for others and their property. Good behaviour is rewarded. Inappropriate behaviour is addressed and children are supported and encouraged to improve their behaviour.

Reinforcement of roles and responsibilities within the classroom:

- Every child in the class has a job to do to encourage responsibility. These can be reviewed and swapped throughout the year.

- Circle time takes place in every class regularly to help the pupils respect each other and support the positive approach to discipline. The rules for circle time are repeated before each session to develop concentration and lack of interruption, which we expect to see, transferred to the normal working environment. Circle time is in each class timetable and a record is kept of topics covered. Extra circle time is used to address specific issues.

STAFF INTERACTION WITH PUPILS

Staff do not humiliate or intimidate the pupils, or put them down using rudeness or sarcasm.

- Staff must be assertive and positive in giving instructions to children – children must understand what staff mean and that staff will stick to things that they say.
- Staff must make clear to the children the standard of behaviour they expect.
- Staff must make clear how good behaviour will be rewarded and the consequences for not following the school rules.
- Staff must be consistent in dealing with children’s behaviour, although staff members can also take into account children’s needs and reasons for the poor behaviour.
- Classroom regimes must be based on agreed principles.
- Staff must not punish the whole class when only a group or an individual have misbehaved.
- When dealing with children, staff must give them a fair hearing and allow them to say what happened and how they felt.
- Staff must never argue with disruptive pupils, but state clearly, and as often as necessary, their expectations of them.
- Staff must always give the children a good example to follow.
- Staff give children ‘choices’. Such as ‘you can return to your place and do your work or you can miss a playtime’. Or ‘come with me, you can hold my hand or walk beside me, which one do you choose?’
- Teachers form good relationships with parents/carers to ensure that everyone works together in the child’s best interests.

If a teacher finds that it is necessary to raise their voice with a class for a large amount of the time, they could ask themselves the following questions and take appropriate measures if necessary:

- *Is the work set at the correct level?*
- *Are the children disruptive because the expectations are too high or too low?*
- *Has the work expected of the children been properly explained?*
- *Is the lesson content stimulating and challenging for the children?*
- *Does the child need support to access the work provided?*
- *Do any of the children need to be on the SEN register with an IEP with specific targets to support their behaviour?*

DE-ESCALATION

De-escalation techniques should be used by staff members whenever a child is failing to meet the required level of behaviour and to prevent further incidents. Support and encouragement should be used as well as praise for meeting the correct standard.

STRATEGIES FOR DEALING WITH CHALLENGING BEHAVIOUR

Staff take steps to minimise the chances of incidents occurring, such as providing a quiet place for a child to work in the classroom, or pre-empting issues.

Staff take into account the circumstances for the behaviour and work to educate children, to prevent future incidents occurring in the future.

Sanctions may be given but may differ according to the circumstances as we appreciate that a 'one size fits all' approach does not apply to children.

Class teachers keep a record of poor behaviour and action they have taken to support the child, including meetings with the parents/carers, implementing behaviour plans and referrals to SLT for support.

All behaviour incidents that are deemed to be a 'serious' are recorded on a 'Behaviour Recording Sheet' held within each class within the blue file. This needs to be completed within **48 hours** of the incident.

It is not within our everyday school procedures for children to be sent out of their class unless agreed with SLT.

Class teachers are responsible for the health, safety and welfare of all pupils in their class and so children must not be 'sent out' of class for poor behaviour. It is not appropriate for children to be wandering the school looking for the headteacher, or to just turn up unannounced at the office for a sanction. If children are required to go to another classroom as a result of a severe clause, or if they need to meet with SLT, the teacher must arrange appropriate supervision for the child to reach the destination and must ensure the adult is aware that the child is coming to them.

Staff do not send children out of their classroom to another class, as this causes disruption for the receiving class, unless it is decided by SLT to do so.

The behaviour of the class of children is the responsibility of the class teacher. Behaviour management also contributes towards the judgements made in relation to teaching and learning.

The following criteria are used in relation to behaviour when making judgements about teaching and learning.

Outstanding	Good relationships and high expectations help promote the excellent attitudes and behaviour shown by students, who are very supportive of each other. Clear routines and frequent use of praise/reward add to the positive ethos.
Good	Student's positive attitudes and behaviour are good overall, as are relationships. Clear routines are followed and students respond quickly to staff expectations. Praise and rewards are used positively.
Satisfactory	Attitudes and behaviour are mostly satisfactory and there is little disruption. Routines are mostly followed and students can be brought back on task. Praise is used to encourage students.
Inadequate	Poor attitudes and behaviour are shown by some students and this may disrupt others' learning. Routines are not in place, or not reinforced and some incidents are not dealt with effectively. There is little praise and no encouragement.

EXTRA SUPPORT

If the members of staff are unable to de-escalate the behaviour and a child is likely to cause significant harm to themselves or to others or significant damage to property, then further support needs to be sought.

These are the procedures to follow to find an appropriate member of staff to support the teacher.

EXCLUSION

If a child has broken the school rules by way of a 'severe incident', the headteacher may consider whether the child is to be considered for an exclusion. The child's intent and the severity of the incident and any injuries caused, will be factors to be considered.

An internal exclusion will require the child to spend some time in another place and to have no contact with their class for the period of the internal exclusion. Parents will be informed of the internal exclusion.

The Governing Body has decided that in exceptional circumstances exclusion will be used as a sanction either as a :

- Fixed term – or
- Permanent exclusion.

An external exclusion will require the child's parent to keep the child away from school for a designated period of time and to complete work at home. The parent will be provided with a leaflet explaining the exclusion process and a letter from the headteacher explaining the reasons for the exclusion. On return to school the child and parents will meet with the headteacher to discuss the behaviour and to reassure that the behaviour will not be repeated. They must also produce the work they have completed during the excluded period.

If a child is excluded for 6 days or more in one period of exclusion, the school must find an alternative place for them to be educated.

If a severe incident has occurred, staff members must report this to the headteacher who will consider whether an exclusion is necessary.

BULLYING

Bullying is defined as 'intentional repetitive negative behaviour, involving an imbalance of power, real or perceived'.

If any suspected incidents of bullying occur they must be reported to the headteacher immediately. A record is made of the initial concern and the pupil responsible will have their behaviour tracked for at least 5 school days to monitor incidents. A pupil alleging bullying will have a tracking sheet to monitor incidents over at least 5 school days. Teachers are responsible for assisting pupils to fill in tracking sheets and ensuring that all incidents are accurately recorded. The sheets will be returned to the headteacher who will liaise with pupils and parents, as necessary.

If bullying occurs when pupils are going to and from school we do not ignore it. In these cases please inform the headteacher as soon as possible.

USE OF POSITIVE REWARDS

There are various rewards in place to reward children for following school rules for their work and behaviour.

Teachers may also introduce class rewards with specific treats, as long as they do not take disproportionate amount of curriculum time and as long as they have a positive effect on behaviour.

If teachers feel that, having followed the procedures, met with parents and established behaviour targets, that the behaviour is not improving then the chronology of actions along with behaviour record sheets, need to be presented to the headteacher. Further support within school and a referral to other agencies will be considered. The teacher will be required to discuss this with the SENCO as the child will need to be on School Action Plan. A number of avenues for support are available for children who require additional support with their behaviour management. These could include: working with the Learning Mentor, having a behaviour record book or a referral to an external agency. These referrals will be made by SLT.

SPECIAL EDUCATIONAL NEEDS

The SENCO and class teacher will decide the point at which to engage with the parents and the child to write an Individual Education Plan [IEP] to support the child's behaviour by including him or her on the SEN register.

HANDLING OF CHILDREN

All teachers and teaching assistants are authorised to use reasonable force to prevent a pupil from endangering him/herself or others or causing significant damage to property. The child needs to be warned verbally about what is going to happen prior to the reasonable force being implemented. Staff members need to remain calm and in control and preferably to only perform an action with the backup of another staff member present.

Physical intervention must use the minimum degree of force necessary for the shortest period of time to prevent harm.

Physical intervention may involve staff:

- Physically interposing themselves between pupils
- Blocking a pupil's path
- Escorting a pupil
- Shepherding a pupil away
- Removing other pupils from the area/classroom.

Staff who have had recent training in Positive Contact are permitted to use agreed restraints on children. They must warn the child first and then record the incident on an official form and pass to the headteacher within 24 hours. [Forms are available from the headteacher]. They must also inform the child's parents that restraint has been necessary. A first aid check needs to be carried out on the child following the intervention, to check if there are any injuries or visible marks. If so, these must be recorded on the form.

RACIST INCIDENTS

Any racist incidents are reported to the headteacher who closely monitors these and reports any findings accordingly. Children who have used racist language must have a discussion with a member of staff, addressing that it is inappropriate.

SUPERVISION

As children move around the school class teachers must ensure that the children are appropriately supervised. Teachers walk the children towards to the playground, walk them to the dinner hall, to PE and to the door at the end of the day. The line of children must be controlled to ensure that the teacher can see as many pupils as possible.

The teacher needs to ensure that the children are positioned appropriately to minimise distractions throughout assembly times. Teachers could have a 'lining up order' for the pupils, or ensure each time that children who could cause distractions are separated from each other.

PLAYTIME

Playground rules

- We do not hurt anyone
- If we line up sensibly we give everyone enough space in the line
- We use and carry equipment sensibly
- We help other children
- We look after equipment
- All children have access to playground equipment at playtime.

Staff on duty supervise the children and engage them in games, as appropriate. If a member of staff has to undertake first aid duties, they must ensure that effective supervision is maintained by another member of staff.

LUNCHTIME

The provision of equipment for outdoor and indoor playtimes ensures that children are occupied as much as possible at these times and are, therefore, less likely to cause problems with inappropriate behaviour.

Welfare staff are responsible for providing games and activities in the agreed areas, ensuring they are in the right place at the right time to provide appropriate supervision. Where a member of welfare staff has to temporarily leave their area i.e to administer first aid, they must ensure that effective supervision is maintained by another member of staff.

A child causing significant concern or a child exhibiting improved behaviour needs to be reported to the headteacher.

MISBEHAVIOUR ON THE PLAYGROUND

- The child will be 'asked' politely to stop their poor behaviour
- If the poor behaviour continues the child will need to walk beside the person on duty for 5 minutes
- If the poor behaviour continues an outside lunchtime duty person will bring the child in question to a senior member of staff.

DINING ROOM RULES

- We carry our trays with both hands and we look where we are going
- We do not hurt anyone
- We sit on our chairs with all 4 chair legs on the floor
- When we are told to line up we walk smartly and sensibly
- We use good table manners
- We hold our knife and fork properly
- We eat with our mouths closed
- We don't touch other peoples' food
- We eat our lunch
- We take our litter away or clean our tray
- We talk to the people close to us
- We put our hand up if we need help
- We help other children .

SANCTIONS

Sanctions must be applied fairly and consistently.

CELEBRATION OF GOOD BEHAVIOUR

Good behaviour is celebrated at the weekly achievements assembly. Regular praise and encouragement is part of the school ethos.

OUTSIDE AGENCIES

We have invaluable support for pupils who demonstrate persistent poor behaviour.

RAISING AWARENESS OF THIS POLICY

We will raise awareness of this policy via:

- The School / Prospectus
- The school Website
- The Staff Handbook
- Meetings with parents, such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- Meetings with school personnel
- Communications with home, such as newsletters.

MONITORING THE EFFECTIVENESS OF THE POLICY

Annually [or when the need arises] the effectiveness of this policy will be reviewed by the headteacher and the necessary recommendations for improvement will be made to the Governors.

Headteacher:	Date:
Chair of Governing Body:	Date: