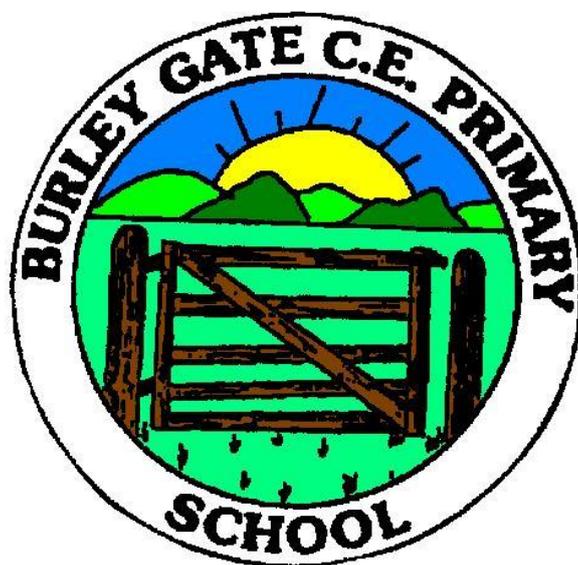


Burley Gate C. E. Primary School Behaviour and Discipline Policy



Behaviour and Discipline Policy

January 2019

Policy Review date: January 2020

1. Aims and Expectations

1.1 In the context of a Christian ethos, at Burley Gate CE Primary School, we strive to provide a secure, caring, happy and stimulating environment and to encourage children to develop their own self-discipline, self-esteem, and confidence so that they will be able to make a positive contribution both to the school and the wider community, now and in the future. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.2 It is our aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy is designed to ensure that all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.3 This policy aims to help children to grow in a safe, secure and happy environment, and to become positive, responsible and increasingly independent members of the school community.

1.4 We recognise that every member of the school community has **rights**, that alongside these come **responsibilities**, and that in order to ensure that these are achieved, there have to be **rules**.

1.5 All members of staff understand the need to treat all children fairly and apply this behaviour policy in a consistent way.

1.6 All members of staff understand the importance of responding to the feelings of the child, which underlie any unacceptable and anti-social behaviour, as well as the behaviour itself.

1.7 All members of staff understand the importance of rewarding good behaviour, as we believe that this will develop an ethos of kindness and co-operation.

1.8 We recognise that within the climate of inclusion, there will be children who need a personalised approach to their specific behavioural needs. In these cases different approaches will be necessary and 'personalised' according to the needs of the child. This policy is in line with our SEN, Disability and Discrimination policies.

1.9 We recognise the importance of taking a multi-agency approach to behaviour management and that we may be required to take the lead in consulting and communicating with other agencies.

2. Rewards and Sanctions

2.1 The class teacher discusses and agrees with the children the expectations for the appropriate learning environment, which are displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during "circle time".

2.2 We praise and reward children for good behaviour in a variety of ways:

- **All staff congratulate children, both non-verbally and verbally.**
- **All staff give reward stickers/stars and house points.**
- *Class teachers, supported by classroom assistants, use a range of reward systems in their class, which are flexible and changeable in order to maintain interest (such counters for house points).*
- **All staff and pupils are encouraged to recognise children who display our values by putting their names in the "Values Box" on the worship table. These names are**

read out in 'collective worship' (usually on a Friday) and their names are recorded in the "Rainbow File". Additionally, one of the names in the "Values Box" is drawn out and that child is able to invite two friends to attend "Golden Tea" with the Head Teacher.

- *Outstanding efforts both in and outside school are acknowledged and congratulated. Certificates and Star of the Week are presented to children either for consistent good work or behaviour, or to acknowledge outstanding efforts or acts of kindness in school.*
- *All classes have an opportunity to lead an act of collective worship where they are able to show examples of their best work.*
- *Parents are informed of pupil's positive achievements, including good or improved behaviour.*

2.3 Although our primary aim is to promote good behaviour, we recognise that, when unacceptable and anti-social behaviour occurs, it needs to be dealt with. We use a range of sanctions to ensure a safe and positive learning environment. Sanctions are used appropriately to each individual situation, following a set procedure. The levels of sanctions can be found in Appendix 2 "Behaviour and Discipline Procedures - Incidents and Consequences".

In all circumstances, the school will strive to keep channels of communication open with parents/carers.

Recording and Monitoring

1. Any child who needs strategies employed for behaviour modification beyond the occasional incident will be monitored through the use of an Individual Behaviour Plan.
2. Behaviour plans will be kept by the class teacher to record strategies used within class and dates of implementation. For pupils with an education healthcare plan, a central file will be kept in the Head Teacher's office to record and monitor strategies used with individuals and progress made.

2.4 At St. Michael's, we do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please refer to the school's **Anti-bullying Policy**.

3. Breaks and Lunchtimes

3.1 The Head Teacher or Deputy Head Teacher is on duty at lunchtime. Lunchtime supervisors are able to refer incidents to them and can ask children to wait in a 'time out zone'.

3.2 Children who display inappropriate behaviour will be given a warning by the lunchtime supervisor and may be asked to stand out for 5 minutes. If the behaviour persists, the child will be withdrawn from play and sent in to the Head/Deputy who will speak to the supervisor and the child, if necessary recording the incident in the Behaviour and Discipline file which is kept in the school office.

3.3 The Head/Deputy should be sent for immediately when dealing with cases of violent behaviour or serious verbal abuse.

4. Use of Physical Intervention to Control/Restrain Pupils

(Following the DFE's Guidance "Use of Reasonable Force" (July 2013) and Herefordshire Public Services' "Positive approaches to behaviour that challenges (including restrictive physical interventions)" (January 2012)).

4.1 All teachers and other staff who have control or charge of pupils are authorised to use physical intervention to control or restrain pupils where this is deemed necessary:

- to prevent pupils injuring themselves or placing themselves in danger;
- to prevent pupils injuring others (staff or other pupils);
- to prevent pupils damaging property;
- when a pupil is engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session, or elsewhere.

4.2 Any force used should always be the minimum needed to achieve the desired result. Staff should always try to deal with a situation through other strategies before using force. Before intervening physically, a member of staff should tell the pupil who is misbehaving to stop and what will happen if he or she does not. The member of staff should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed.

4.3 As far as possible, and if the situation allows, the following procedure should be followed:

- *assistance should be sought from one or more additional adults, to ensure that there is at least one adult witness present and to provide support during the process (e.g. helping to keep onlookers and observers out of the way);*
- *onlookers and observers, who are not critical to the process, should be moved away from the incident, preferably out of sight;*
- *the dignity and self-respect of the child should be maintained during and after the restraining process;*
- *one or more clear verbal warnings or clear instructions should be issued prior to any physical intervention;*
- *where essential, the body should be held by arms being held against the side of the body. If a "bear hug" is used, pressure should not restrict breathing and a sideways approach is safer and less open to misinterpretation;*

- *the child should be constantly reminded that once they calm down and regain self-control they will be released.*
- *Following an intervention of this nature, the child will be monitored closely by staff.*

4.4 Recording incidents

Immediately following any incident where force is used, the member of staff concerned must tell the Head (or in her absence, the Deputy Head). A written report must be provided as soon as possible. This should include:

- *the name(s) of the pupil(s) involved, and when and where the incident took place;*
- *the names of any staff or pupils who witnessed the incident;*
- *the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or a member of staff);*
- *how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;*
- *the pupil's response, and the outcome of the incident;*
- *details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property.*

The parents/carers of the pupil concerned will be informed by the Head Teacher or Deputy Head Teacher.

5. The role of the pupils

5.1 It is the responsibility of the pupils to apply the principles of the school's values and demonstrate clearly positive behaviour for learning.

5.2 In conjunction with the class teacher, classroom support staff and peers, pupils should determine and agree the class rules at the start of each academic year and agree to respect and behave by these rules.

5.3 Pupils must accept the consequences of their behaviour when they do not follow this policy.

6. The role of the class teacher

6.1 It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner.

6.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

6.3 The class teacher treats each child fairly and promotes a positive classroom ethos in a consistent way. The teacher treats all children in their class with respect and understanding.

6.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself as outlined in Appendix 2. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher/Deputy Head.

6.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA behaviour support service.

6.6 The class teacher reports to parents about the progress of each child in their class, in line with the school's Assessment, Recording and Reporting policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child and, equally, for celebrating achievement and success.

7. The role of the Head Teacher

7.1 It is the responsibility of the Head Teacher/Deputy, under the School Standards and Framework Act 1998, to implement the school's Behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher/Deputy to ensure the health, safety and welfare of all children in the school.

7.2 The Head Teacher/Deputy supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

7.3 The Head Teacher/Deputy keep records of all reported serious incidents of misbehaviour.

7.4 The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. The governors will be notified in line with DFE Policy, "Improving Behaviour and Attendance in Schools", April 2013 (Last updated: August 2014)

8. The role of parents

8.1 The school works collaboratively with parents so that, as far as possible, children receive consistent messages about how to behave at home and at school.

8.2 The school ethos is explained in the school prospectus, and we expect parents to read this and support our ethos.

8.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

8.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented via the governing body.

9. The role of governors

9.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

9.2 The Head Teacher/Deputy has the day-to-day authority to implement the school's Behaviour and Discipline policy, but governors may give advice to the Head Teacher/Deputy about the policy and the school ethos, which underpins it. The Head Teacher/Deputy must take this into account when making decisions about matters of behaviour.

10. Fixed-term and permanent exclusions

10.1 Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods (which cannot be extended) for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if, after investigation, further evidence comes to light. At the time of the fixed-term exclusion, parents will be informed if there is the possibility that the fixed-term may become permanent. Please refer to the BAET exclusion policy.

10.2 If the Head Teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. Work is provided by the class teacher for pupils to undertake at home.

10.3 The Head Teacher informs the LA, BAET and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

10.4 After a temporary exclusion, the pupil's behaviour is closely monitored by the Head Teacher.

10.5 Pupils who have had a fixed-term exclusion of five or more days or several fixed-term exclusions that may lead to a permanent exclusion or who risk failure at school through disaffection or rapidly deteriorating behaviour, will have a Pastoral Support Plan set up by the Head Teacher in consultation with parents, class teacher and other agencies.

10.6 The governing body itself can neither exclude a pupil nor extend the exclusion period made by the Head Teacher.

10.7 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

10.8 When a Governors Discipline Committee meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the BAET, and consider whether the pupil should be reinstated.

10.9 If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

11. Monitoring

11.1 The Head Teacher/Deputy monitor the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

11.2 The teaching staff record incidents in the class behaviour file. We also keep a record of any incidents that occur at break or lunchtimes in the class behaviour file.

11.3 The Head Teacher/Deputy keep a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

11.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

12. Review

12.1 The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed by Mrs Elizabeth Alty (Deputy Head Teacher) 22.01.19

Signed:

Date:

Appendix 1

Strategies to support Inclusion

We have a range of support mechanisms to help inclusion of pupils with emotional/behavioural difficulties and to enable them to access the curriculum and wider school life. These strategies are over and above the strategies that are used for the majority of pupils.

Liaison with SENCO and LA Behaviour Team, who support through:

- Observing pupils and advising on new teaching strategies;
- Supporting PPPs;
- Play therapy;
- Circle time;
- Anger management strategies;
- SEN referral – PPP formulated and strategies to support Educational Psychological referral;
- Pastoral Support Plan – an improvement plan to support children at risk of exclusion;
- Regular meetings with parents;
- Referral to CAMHS(Child and Adolescent Mental Health Service);
- Individual Behaviour Contracts.