



Behaviour and Discipline Policy

Purpose

It is intended that through the consistent application of this policy that a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people is provided.

The policy follows the recommendations and principles set out by the Department of Education:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-forheadteachers-and-school-staff-on-behaviour-and-discipline>

All values promoted in this policy are encapsulated within our Three Golden Rules: Care for everyone and everything; Follow instructions straight away; Show good manners at all times.

Aims

Our aims are to promote children to be tolerant and understanding, with consideration for the rights, views and property of others:

- * develop a responsible and co-operative attitude towards work and towards their roles in society
- * achieve their potential in terms of self esteem, academic achievements, aesthetic appreciation and spiritual awareness
- * take a pride and responsible interest in caring for their environment

Principles

- * Every child has the right to learn and no child has the right to disrupt the learning of others.
- * Every child has the right to enjoy and benefit from all aspects of school including break, lunchtimes and extra curricular activities without unrequested interference from others.
- * The establishment of an appropriate ethos is an essential prerequisite for children deriving the greatest benefit from school both academically and socially.

This policy has been written with acknowledgment of the school's legal duties under the Equality Act 2010 and in respect of pupils with SEN.

Responsibilities

All members of the school community (teaching and non-teaching staff, parents, pupils, governors and visitors) work towards the school's aims by

- * valuing children and adults as individuals and respecting their rights, values and beliefs
- * fostering and promoting good relationships and a sense of belonging to the school community
- * providing a well ordered environment in which all are fully aware of behavioural expectations
- * offering equal opportunities in all aspects of school life
- * encouraging, praising and positively reinforcing good relationships, behaviours and work.
- * challenging all conduct involving bullying or harassment.
- * helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- * caring for, and taking a pride in, the physical environment of the school



- * working as a team, supporting and encouraging one another
- * ensuring that e-safety is embedded within the school

This refers to Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.

The Leadership Team work towards the school's aims by

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school 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 to ensure the health, safety and welfare of all children in the school.

The Governors are responsible for 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.

The Leadership team are responsible for:

- * ensuring the health, safety and welfare of children in the school
- * taking a lead in the establishment of a positive school ethos
- * monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken

All teachers work towards the school's aims by

- * providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- * recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- * enabling children to take increasing responsibility for their own learning and conduct
- * ensuring that learning is progressive and continuous
- * being good role models - punctual, well prepared and organised
- * taking quick, firm action to prevent one child inhibiting another's progress
- * providing opportunities for children to discuss appropriate behaviour
- * working collaboratively with a shared philosophy and commonality of practice.

Pupils work toward the school's aims by

- * attending school in good health maintained by adequate diet, exercise and sleep
- * attending school regularly
- * being punctual and ready to begin lessons on time.
- * being organised - bringing necessary kit, taking letters home promptly, returning books efficiently
- * conducting themselves in an orderly manner in line with the school rules
- * taking growing responsibility for their environment and for their own learning and conduct

The School will encourage parents / guardians to work toward the school's aims by asking parents / guardians to

- * ensure that children attend school in good health (including diet and sleep)
- * ensure that children attend punctually and regularly
- * provide prompt communication to school with an explanation of absence (eg phone / text / note / email)
- * provide support for the discipline within the school and for the teacher's role
- * be realistic about their children's abilities and offering encouragement and praise
- * participate in discussions concerning their children's progress and attainments
- * ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour



- * take an active interest in children's learning by, for example, giving due importance to homework.
- * allow children to take increasing personal and social responsibility as they progress throughout the school
- * accept responsibility for the conduct of their children
- * accept support which is offered

Procedures for ensuring involvement of all members of the school community include

- * regular meetings with Midday Supervisory and Teaching Assistants teams
- * a planned programme of Continued Professional Development for Teachers, Teaching Assistants and Midday Supervisors

Strategies for developing good partnership with parents include

- * regular informal contact with teachers who will always endeavour to be accessible to parents before and after school
- * good communication channels including weekly newsletters from the school.
- * curriculum outlines distributed at the start of each term
- * a programme of school events
- * an induction morning for children entering the school in Nursery and Reception
- * the school website which hosts the school's behaviour policy and explains the parents' role in this
- * welcoming parents into the classroom, both on a regular basis (to offer support with reading, for example) and for occasional demonstrations or discussions
- * welcoming other parental contributions such as organising resources, accompanying educational visits and helping with extra-curricular activities
- * a clear policy for children with special needs which involves parents
- * a procedure for the monitoring of parental support with reading, involving a reading diary which gives parents an opportunity to make constructive comments.
- * parent teacher consultations currently comprising:
 - Autumn Term Open Evening (at the start of the term to see how children are settling in)
 - Autumn Term Parent/Teacher/Child Consultation (Parents attend during an evening)
 - Spring Term Parent/Teacher/Child Consultations (Parents attend one of two evenings).
 - Summer Term Open Evening (with invitation to make a formal appointment to discuss the contents of their child's Annual written report.)
- * Home/School contracts
- * communication via Marvellous Me

Strategies for providing children with opportunities to discuss appropriate behaviour

- * a programme of Personal and Social Health Education and Citizenship designed to promote mutual respect, self-discipline and social responsibility

Strategies for promoting desirable behaviour include

- * staff acting as role models
- * staff offering guidance to children including praise and encouragement
- * the provision of a curriculum designed to extend and engage each child
- * classroom organisation which facilitates independent working
- * the encouragement and appreciation of children who act as positive role models
- * collaborative work within classes and across year groups which helps to develop good relationships
- * the use, from time to time, of, for example paired reading to promote not only academic achievement but also to promote good relationships between younger and older children.
- * Star of the day, Governor and Headteacher awards.
- * the use of teacher awards and other rewards and prizes (eg House Points, Golden Tickets)



Strategies for eliminating undesirable behaviour include

- sanctions for undesirable behaviour
- conscientious supervision of pupils at all times
- rapid and stringent response to incidents of bullying and racial or sexual harassment
- a readiness to tackle persistent behavioural problems
- at lunchtimes a programme of extra-curricular activities and organised play sessions to engage children's interest.
- the provision of a quiet play area as well as an area where children can engage in games
- the provision of equipment for the children to play with during lunchtimes.
- the use of photographs as a visual aid to promote discussion with parents and children. In exceptional circumstances photographs may also be used for the purpose of providing evidence.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (Section 91 of the Education and Inspections Act 2006). This also applies to all paid staff with responsibility for pupils, such as teaching assistants. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.

Strategies for promoting care of the school's environment include

- * display of children's work to enhance the environment, engage children's commitment to the environment and increase self esteem
- * involvement of children, School Council, parents, Governors and representatives of the wider community in the planning, and, where practical, the implementation, of developments to the school environment
- * a variety of security measures including lighting and alarm systems
- * the work of the Site Manager and cleaning team who are able to respond rapidly to rectify any damage.

Associated policies - Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings

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Guidance notes for teachers

Bespoke Behaviour Management

Due to the diverse nature of the needs of some of our pupils, there are occasions when a child may have their own personal behaviour plan (which may be linked to an IEP or Statement of SEND). In these cases the hierarchy of sanctions may be adapted to allow the child 'to succeed' in school. In such cases, all staff will be made aware of the plan, as will the child's parents.

Time Penalties

Introduction

Teachers and Teaching Assistants working in school can issue time penalties. Time penalty punishment occurs at break times.

Time Penalties are used to combat irritating low level misbehaviour such as talking when asked not to or not getting on with work. It is intended that they are used with minimum comment from the teacher or disruption to the class. Time penalties are **in addition** to existing sanctions for rare but more serious misbehaviour (see Sanctions Hierarchy). Children who are not allowed to go out due to poor lunchtime behaviour will spend their breaks with children in Time Penalties.

Issuing Time Penalties

Initially, a child is issued with a verbal warning of an impending time penalty and his/her name is written on the board.

After a second misdemeanour a tick is written after their name, meaning they have a five minute time penalty. Children should receive no more than 3 time penalties i.e. 15 minutes punishment. Should their misbehaviour warrant additional ticks, they must be asked to sit at the Reflection table (see Sanctions Hierarchy). Further misbehaviour will then lead to the paired class for 'time out'. They will also be recorded on CPOMs. Children should **not** receive multiple ticks i.e. ten/ fifteen minutes for one offence.

Time penalties are 'live' from break time of one day to the break time of the next. All children have a 'fresh start' following this.

Teachers/Teaching Assistants must emphasise to children receiving time penalties that he/she has **chosen** to misbehave again.

At playtime children who have received time penalties are issued with a time penalty 'ticket' which they take to the teacher on duty. Time penalties are served in the dining area, the children remaining there whilst others go out to break. Children serving time penalties must be allowed to have a drink and to eat any snack they have brought with them for break time.

Time Penalty Punishments

All KS2 teaching staff assist with time penalties and have a fortnightly time penalty duty.

Children should sit quietly with any work to complete. Staff need to ensure that they know how to complete the task as no support will be given by the staff on duty. Children should be released immediately after they have completed their time penalty.

Recording Time Penalties

Each class should have a record sheet with all their children's names on it. The class teacher should add the names of any new children to the record sheet where necessary.



Sanctions

Following a warning and / or one or two time penalties a child may be asked to work at a Reflection Table or a reflection spot in class.

Following three time penalties a child will be sent to the paired class in the Phase for 10 minutes time out.

If the child refuses to go, the Phase Leader, Assistant Head, Deputy or Headteacher (in that order) may be sent for. If the Phase Leader is teaching at the time the Assistant Head will be the first person involved.

Records of behaviour

In addition to the Time Penalties Folder (KS2) and the Reflection Room folder, all behaviour incidents are recorded on CPOMs.

Behaviour at lunchtimes

Part of the Midday supervisors role is to promote positive behaviour at lunchtime.

Rewards

Children are awarded Golden Tickets as rewards for positive behaviour and attitudes. There is then a weekly draw and two 'winners' from each year group get to sit at the Top Table the following week.

Sanctions

In cases of minor misbehaviour Midday Supervisors will ask a child to reflect on their behaviour at a specified location. If the behaviour is repeated children will be sent to the Reflection Room to further reflect on their behaviour. They may be asked to write out the Golden Rules, practice their handwriting or times tables and to write a letter of apology.

After 10 sessions spent in Reflection, a text will be sent to parents, 15 sessions result in a phone call from the Deputy Head and 20 sessions will result in a conversation with the Head. For repeated incidents, children may be required to leave the premises at lunchtimes.

In cases of serious misbehaviour (see Hierarchy of Sanctions – Critical Incidents) the DRA Supervisor (J McIlroy) must be informed. If the DRA Supervisor, in investigating the incident, agrees that the behaviour constitutes a critical incident he will refer the matter to the Leadership Team. Parents will be informed. This may immediately lead to the child going home for his/her lunch for a set period of time. Parents may be invited to have their child at home at lunchtimes and, if unwilling, the child may be formally excluded at lunchtimes.

The use of reasonable force to control or restrain pupils

- The need to use physical force to control or restrain children is rare.
- Physical control or restraint of pupils is not recommended in all but the most extreme of circumstances.
- Physical contact with children should be kept to a minimum.

The use of corporal punishment is not authorised in any circumstances

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Physical intervention can take a number of forms:



Wherever possible, only staff who have been trained to use 'Team Teach' strategies should restrain pupils and any use of restraint will be in accordance with Team Teach principles.

Except in emergency situations, all staff should avoid using physical force to control or restrain children and should call for the assistance of a member of the Leadership team **if at all possible**.

All incidents, when restraint is used, must be recorded as soon as possible in the Bound and Numbered Book which will be kept by the Deputy Headteacher. They must also be recorded on CPOMs.

Behaviour Management - Some Additional Strategies

(Adapted from an article by Andy Vass)

Clear Communication

Only about 6 per cent of our communication involves words. The remaining 94 per cent is in how and where we stand, our facial expression, tonality and inflection.

It is vital therefore that we work on congruence between our verbal and non-verbal repertoire as our physiology is the first message people receive. For those times when we would love to be confident and somehow don't quite make it, I have a powerful strategy - it's call "pretend". Try it now - take a deep breath, uncross arms and legs, sit or stand up straight with a relaxed posture, beam widely with sparkly eyes and try to feel..... nervous. If you act "as if" you are in a particular state your thinking and emotions will quickly mirror that physiology.

Positive Directions

When re-focusing a child on a task, describing what you want them to do rather than what you want them to stop doing, is far more effective.

"Sean, (*pause for attention*) face this way and listen. Thanks."

"Jenny, (*pause*) the rule is hands up to ask questions. Remember that, thanks."

First, it provides children with a useful alternative way of behaving instead of merely stopping what they are doing. Second, at the non-conscious level at which we respond to language, the much overused word "don't" isn't processed.

"Don't think of anything red right now!"

In order not to think of red, you have to think about what red is and then it's too late.

As you change your language from "don't" to "do", I invite you to pay attention to the tremendous modelling effect on class climate you are having.

Keeping the Focus

In class you may ask a student, in a reasonable tone and pleasant manner, to: "Look this way without talking. Thanks," only for them to respond with a whine, a stropy expression and an exaggerated sense of injustice: "I was only talking about the work" or: "They were talking too" or: "Last year Mrs Jones let us discuss things when we wanted." Often this will be accompanied by an attempt to elicit support from others on the worktable.

Pay attention to what you normally experience when your reasonable request is met with undisguised resistance. Frustration? Irritation? Anger? All of these?

Having something to say that keeps us calm, allows us to stay focussed on the behaviour we want to address in the first place and deflects any sense of confrontation, would be quite a script. What I find most powerful under these circumstances is a simple "maybe and".



"I was only talking about the work (*indignant sigh*)".

"Maybe you were and you need to look this way without talking. Thanks."

"But they were talking too, why don't you tell them?"

"Maybe they were and you need to face this way without talking. Thanks."

Using this powerful script helps prevent us from entering that linguistic cul-de-sac of challenge and potential confrontation.

In using this strategy the word "and" is important. To the student the first part (maybe...) sounds like a semi-agreement with what they are saying and has the effect of diluting and deflecting their challenge. Linking the redirection to this with "and" sustains the agreement. Using "but" suggests conflict.

"I agree with everything you've said but..." leaves you waiting for the conflict. "And" is certainly a rapid, non-intrusive way of redirecting to desired behaviour.

Building Hope

Daniel Goleman, in his book *Emotional Intelligence*, cites research that suggests that hope is a key indicator of academic success. Students who have developed what has been referred to as "learned hopelessness" are among the most vulnerable.

There are many, often subtle, ways in which we can make a powerful contribution to developing "winners" in our classrooms. Every time we provide evidence, however small, that runs counter to the negative perceptions of the student, it has a potent therapeutic effect.

Encouragement

This is not the same as praise (which should be frequent and enthusiastic). Encouragement involves giving specific and verifiable feedback. The following examples outline the differences: "I've done my graph, is this OK?" Excellent! Well done, that deserves a merit stamp," is a conventional form of praise.

Encouragement in the same scenario would sound like this: "I've done my graph, is this OK?" "Let's see, you've got a title, labelled the axes and coloured the bars - you certainly understand these graphs - you can feel proud of yourself," is simply describing a verifiable observation and then inviting the student to be proud. When you give someone a reason to feel good and invite them to do so you are creating a very powerful source of internal motivation - a key source of hope.

Taking the Blame

"How do you do this again?"

"Thanks for asking. I maybe didn't explain it well enough".

Chunking it Down

This is a familiar concept, especially in connection with the numeracy hour, and it is important to recognise that doing so has a far deeper impact than simply explaining things differently.

"I can't do this."

"OK, which bits can't you do yet?"

"All of it."

"What about adding these two numbers. Can you do this?"

"Yes, I'm not daft."

"Then we put them into these boxes. OK here?"

"Er, sort of."

"How about when we make them into a number sentence?"

"Yeah, that's what I don't get."

"Ahh, so it's just this bit I need to explain better."



Minding our Language

The experiences of some students will have created internal beliefs about their level of learning capability and the sort of person this makes them. In our language we should avoid colluding with their negative images.

- "What have you done now? (*deep sigh*)".
- "When are you ever going to follow instructions first time?"
- "Don't be silly."
- "Why are you always the last to settle?"

However incidental these phrases seem, teachers must be aware of their potential impact. Equally, "reframing" or altering the context of the negative language of students can be a subtle yet powerful way of providing examples, which run counter to negative beliefs.

- "I keep getting it wrong!"
- "Which bits are going well?"
- "I get to here and get stuck."
- "I see. You get this far and haven't solved this bit yet. I can help you here."
- "I never get it right!"
- "Well, asking for help is a big step to getting it right."

Catch Them Being Good

Imagine this. You're in front of the class and you've just asked them to settle down. Who are the ones you talk to first? Is it the ones slowest to respond? Catching students getting it wrong is too easy. I look to catch them at being good. Commenting and acknowledging people for getting it right, even if that's what is expected of them, is a sure-fire way of getting them to repeat that behaviour.

To do this really well you have to make a conscious decision to look for positive things however small. Remember even when it's not quite as bad as usual it's a good thing!



Hierarchy of Sanctions

Incident:

| Action | Resulting Sanction | Possible Consequence |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Off task behaviour/distracting others | Work at Reflection table / mat Time penalty (Maximum of 3) | Time penalties (5 minutes each) to be served at breaktimes. Time penalties may lead to an after school detention following referral to Headteacher and Deputy Headteacher. |
| More than 3 incidents of off task behaviour/distracting others | Teacher directed 'time out' in paired class for 10 minutes | Time penalties (15 minutes) to be served at breaktimes. As above. |
| Further incidents of off task behaviour/distracting others Or Serious Incident | Sent to paired class accompanied by a Learning Assistant. Work in the Quiet Room | 30 minutes lunchtime detention – Referral to Headteacher/Deputy Headteacher. Inform parents. After school detention. |
| Lunchtime inappropriate behaviour | Reflection followed by Rainbow Room | Letter home, lunchtime exclusion. |

Critical Incidents:

These require immediate referral to the Headteacher or Deputy Headteacher (Assistant Head in the absence of both Headteacher and Deputy Headteacher)

| Action | Resulting Sanction | Possible Consequence |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Refusal to follow reasonable instructions | Immediate contact with parents who will be asked to collect their child. | This behaviour may lead to an internal, a fixed term or permanent exclusion |
| Unprovoked aggression towards other children or adults | Immediate contact with parents who will be asked to collect their child. | This behaviour may lead to an internal, a fixed term or permanent exclusion |
| Unprovoked verbal aggression (including swearing) towards other children or adults | Immediate contact with parents who may be asked to collect their child. | This behaviour may lead to an internal, a fixed term or permanent exclusion |
| Damage to property or others belongings | Immediate contact with parents who will be asked to collect their child. | This behaviour may lead to an internal, a fixed term or permanent exclusion |
| Physical intervention being necessary to ensure the safety of people or property | Immediate contact with parents who will be asked to collect their child. | This behaviour may lead to an internal, a fixed term or permanent exclusion |
| Other children needing to be removed from the situation for their safety | Immediate contact with parents who will be asked to collect their child. | This behaviour may lead to an internal, a fixed term or permanent exclusion |

