



Behaviour and Discipline Policy

Governing Body's Guiding Principles for Good Behaviour and Discipline

As required by law, the Governing Body has drawn up, in consultation with the school community and pupils, the following principles, around which our Positive Behaviour Policy has been designed:

- The school and all involved will work to provide a real 'culture of respect'
- Learning opportunities will be planned to engage and motivate
- The school will promote inclusion and minimise any use of exclusion
- All aspects of behaviour management at the school will be handled positively
- All school policies pertaining to behaviour will be clear, publicly available, with guidelines that are applied consistently and fairly
- Partnership approaches will be actively sought with the local community and agencies available in the locality
- The Behaviour Policy will take into account developments in technology such and respond accordingly to issues such as cyber bullying
- We will take a proactive approach to bullying by emphasising and developing a positive school culture, educational awareness through curriculum planning and links with the wider community. However in the event of a bullying incident, the school will respond firmly and fairly in line with the school Anti-Bullying Policy
- Parents will be involved fully and from the earliest point possible in any behavioural concerns
- For pupils that cause concern, the school will draw up support plans, involving parental input as well as, where appropriate, the input from outside contributory agencies
- Where a child is likely to cause harm to themselves or others within the school community, then the Governing Body endorses the use of appropriate reasonable force by appropriately trained staff, in accordance with NYCC guidance
- Where there are concerns that a pupil may be carrying items which may cause harm to themselves or others, the Governing Body endorses the right of staff to search pupils in line with Policy guidance
- When pupils are out of school and involved in any incidents through which they are publicly identified as members of the school community, the Governing Body endorses the right of the school to respond to those behaviour issues in line with the school behaviour policy
- If a member of staff is accused of misconduct, the Governing Body would ensure that the member of staff receives an appropriate level of pastoral support and would risk assess as to the member of staff continuing to work through any investigation period.

EVERY CHILD has the right to learn and no child has the right to disrupt the learning of others.

THE ESTABLISHMENT OF AN APPROPRIATE ETHOS is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work. Our school welcomes and encourages the involvement of LA, governors, parents and others in the community.

The most effective and efficient approach to managing behaviour is through creating an active, happy, calm, positive and supportive atmosphere in the classroom as well as when moving around the school and when out at play.

This will set the tone for the school community as a whole and should engender positive and rewarding experiences for all its individual members, irrespective of background, culture, race, gender, position, capabilities or special needs.

It should lead to a reduction in poor behaviour and an increase in teaching and learning time.

Aims

OUR AIMS FOR BEHAVIOUR are that all children will:

- 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 future roles as citizens in society
- display courtesy at all times
- accept responsibility for their own actions
- achieve their potential in terms of self esteem, academic achievement, aesthetic appreciation and spiritual awareness
- take a pride and responsible interest in caring for their school- its fabric, equipment, image reputation and traditions

Responsibilities

Fountains Earth C.E Primary School is committed to providing a caring, friendly and safe environment for all pupils so that they can learn in a relaxed and secure atmosphere. Pupils, staff and parents work together towards the reduction of any forms of misbehaviour and the promotion of models of positive behaviour.

ALL MEMBERS OF THE SCHOOL COMMUNITY

Teaching and non-teaching staff and governors work towards the school's aims by:

- building the esteem of 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
- 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
- being good role models - punctual, well prepared and organised
- taking quick, firm action to prevent one child inhibiting another's progress
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- rejecting 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

PUPILS

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
- contributing to the development of the school's code of behaviour
- conducting themselves in an orderly manner in line with this code
- taking growing responsibility for their environment and for their own learning and conduct.

PARENTS

Parents work toward the school's aims by:

- ensuring that children attend school in good health, punctually, and regularly (this includes not taking holidays during term time)
- providing prompt notes or telephone calls to explain all absences
- providing support for the discipline within the school and for the teacher's role
- being realistic about their children's abilities and offering encouragement and praise
- participating 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
- taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading, and assisting in learning of tables, spellings, etc
- allowing children to take increasing personal and social responsibility as they progress throughout the school
- accepting responsibility for the conduct of their children

Reward Procedures

Each teacher will have their own individual class-based reward system for good conduct and effort in work. This might take the form of smiley faces, merit points, stickers, reward activities, written comments, etc. Each class teacher should make provision within their reward system for instant, short-term rewards and for longer-term rewards for sustained effort. Reward systems are often particularly effective when children are allowed some input into their design. Whole-class rewards may also be given where the whole class has behaved particularly well.

It is sometimes necessary for rewards to be given to some children for lesser effort, in order to encourage those few pupils whose work and behaviour falls short of the agreed expectations. In this way, rewards can easily be built into an individual behavioural report or I.E.P. to help motivate a particular pupil.

Individual achievements may also be recognised in school celebration assemblies on a Friday, by means of a Special Mention. Any adult in school may nominate a child for a Special Mention, via contact with the child's class teacher- this is a real achievement.

Wherever possible, good effort and/or behaviour should be reported to parents/carers in order to build a higher profile for school code in the local community.

To maintain a positive approach, all adults in the school community must be constantly looking for good behaviour and must respond appropriately and consistently to it. This may take the form of a smile, praise or use of the appropriate reward system. All adults must also provide an appropriate positive role model. Such lightweight responses or 'encouragers' should be used liberally by all adults as an integral part of the positive behaviour policy. This should prove to make times when sanctions are used much more 'hard hitting' and take away some of the necessity for more severe sanctions. It should also be remembered that a sudden acceleration to 'confrontational' behavioural management can often prove ineffective. Such 'confrontational' techniques (shouting, sending to stand at wall, etc.) do have their place, but need to be applied infrequently and consistently in order to have the desired effect.

Dealing With day to Day Incidents of Misbehaviour

Where children become involved in incidents of misbehaviour and break classroom agreed rules, various strategies and sanctions may be employed. The use of these varies according to the frequency, circumstance and attitude displayed. The following constitutes a protocol to deal with such incidents:

- Verbal warning
- 5 minutes 'time out' in class.

- 5 minutes supervised activity during playtime.
- Withdrawal of privilege within class context.
- Supervised activity during whole break time.
- Removal to another classroom.
- Playtime spent with duty teacher.
- Note sent home - with work to complete from lesson time if appropriate.
- Sent to member of staff or Head Teacher

In general it would be expected that all avenues would be explored at the lower levels before escalation. It would be unwise to accelerate too quickly through this hierarchy and resort to sending to other staff too frequently.

However, escalation should occur when

- A particular 'one off' incident is viewed with greater concern - at class teacher's discretion.
- Previous level of sanctions employed is proving ineffective.

Care must be taken not to give children the impression that work is a punishment for misbehaviour and play is a reward - this will build up an undesirable picture of the 'work ethic' for the children and make enthusing children to work more difficult at a later date in their education.

At this stage, with simple day-to-day incidents, each new school day is to be treated as a new start. However, if a child has 2 consecutive days where their behaviour is deemed inappropriate, the third day may be treated as a continuation of the previously applied discipline process and escalation through the sanction hierarchy will continue.

As part of our disciplinary code and to help children be responsible for their own actions, we feel that if children through their behaviour, break, damage or deface school premises or equipment, the Governors ask that parents pay the cost of repair, replacement etc.

At all times, it is essential that the child understands:

what the behaviour is that is unacceptable;

why it is unacceptable; and

that *it is the behaviour, not the child as a person, which is unacceptable.*

Responding to Those Children Who Persistently Give Cause for Concern

A more formal approach to behaviour management is required for children who display the following, on a regular basis:

- Antisocial behaviour - rude or abusive language, attitude, physical misbehaviour, etc
- Regular reports of bullying
- Inappropriate playground behaviour
- Reluctance to complete appropriate work

With children that fall into the above description, the appropriate step may be to place them on a Behaviour Review. This will be done in consultation with the Head Teacher and SENCO. The review should take place for a period of 3 weeks in the first instance and would involve recording all behaviours (both positive and negative) displayed by the child during that period. The review would also record the efforts made by the class teacher to encourage and motivate that child and should be used with the child, and parents where appropriate, to motivate the child to make a noticeable improvement. At the end of the review period, the child's progress will be discussed by the teacher and the Head Teacher to decide which of the following steps to take:

- Further review period.
- More parental involvement in case.
- Use of appropriate outside agencies.
- Removal from review.
- School based sanctions.

Parents should be kept informed of all steps taken in each individual case. The Behavioural Review should normally finish after 3 weeks.

The Child Whose Misbehaviour is of an Unacceptable Nature Within Our School Community

There are some incidents which our school community deems totally unacceptable and needs to send out the *strongest possible message* that such behaviour patterns will not be tolerated. These would be of extreme severity, usually premeditated and without remorse. For example:

- Premeditated and unprovoked violence/bullying.
- Rude or insulting behaviour towards any adult.
- Refusal to follow reasonable instruction.
- Leaving the school premises without explicit permission.
- Participation in petty crimes.
- Wilfully destructive actions towards the belongings of others.
- Any form of racism:
 - Physical attack because of colour/ethnicity
 - Derogatory name calling, insult or racist jokes
 - Verbal abuse and threats
 - Refusal to cooperate with peers
 - Ridicule of an individual or cultural differences

The school does not, and will not, tolerate bullying in any form (cf. Anti-Bullying Policy)

Children who bully may be withdrawn from the class or playground at playtimes and lunchtimes. These children will have to demonstrate their willingness to co-operate in order to regain their place in the classroom or on the playground.

Where these types of behaviour are demonstrated, a clear framework of discipline needs to be applied, always working at the discretion of the staff involved:

- Child is taken to a member of staff/Headteacher with a description of details of the incident recorded on an incident log.
- The child will then be given 'time out' by being separated from their normal class group for a period.
- During this time, the child's parents will be contacted and depending on the severity of the incident, may be asked to come into school immediately. Should contact prove impossible, a note will be sent home or posted requesting the parents' involvement on the next school day.
- The child will remain in "time out" until their parents can be contacted to discuss how the child might be encouraged to avoid future incidents.
- Should the parents prove difficult to involve, the school's Education Social Worker may be contacted to aid with communication

Such actions should normally result in moves towards a satisfactory outcome for child, teacher and parent. However, there may be a small number of situations which prove more intransigent and difficult to solve.

- Following 2 incidents which lead to the request for parental involvement, a future incident (within the same academic year) will require further action, which may result in a short fixed term exclusion. At this point

the Chair of Governors will be involved. All forms of exclusion, including lunchtime exclusion are only used as a last resort.

Restrictive Physical Intervention

Restrictive Physical Intervention may *only* be used in the following circumstances:

- to prevent a child from harming him/herself
- to prevent a child harming others
- to prevent damage to property
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If physical restraint is used to control a child then the Headteacher must be immediately informed. All instances of restraint **MUST** be recorded in a pupil's permanent file, as they may be called on in the future.

Out of School Behaviour

When pupils are out of school and involved in any incidents through which they are publicly identified as members of the school community, the Governing Body endorses the right of the school to respond to those behaviour issues in line with the school behaviour policy. This includes all aspects of 'cyber bullying' through text, social media and so on.

Right To Search

Where there are concerns that a pupil may be carrying items which may cause harm to themselves or others, the Governing Body endorses the right of staff to search pupils. This will ordinarily be done in the presence of another staff member, firstly giving the pupil an opportunity to disclose items for themselves. Any items found will be logged, parents notified and appropriate actions taken from that point, which may also include notification directly to the police.

Support Systems

- regular pastoral review meetings in order to give school behaviour policy a high profile
- regular meetings of representatives of teaching and non-teaching staff to review behaviour/pastoral issues
- a planned programme of professional development for teachers, classroom assistants, midday supervisors and administrative staff
- a programme of Personal and Social Education, linked to Social and Emotional Aspects of Learning designed to promote mutual respect, self discipline and social responsibility
- a programme of Health Education which includes work on relationships
- a programme of Religious Education which includes ethical and moral issues
- an integrated curriculum which offers role models and opportunities for children to learn how to interact, share, respect and care
- the compilation of a set of class rules to begin the School Year by each class at the beginning of the Autumn term
- whole school assemblies where a variety of issues are aired
- assemblies where certificates are presented and effort/achievement applauded

This policy should be read in conjunction with the school Inclusion Statement, Equalities Scheme, SEN and Anti-Bullying Policies

Policy review September 2015

Next review Autumn 2017