



BIDDICK PRIMARY SCHOOL POLICY FOR SCHOOL BEHAVIOUR AND DISCIPLINE

At Biddick Primary School, we aim to provide a school environment, where everyone feels valued and respected and where each person is treated fairly and well. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

Aims

- ◆ To develop a Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
- ◆ To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- ◆ To teach moral values and attitudes as well as knowledge and skills through the school curriculum.
- ◆ To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- ◆ To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- ◆ To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

Together with the children, we have developed a Code of Conduct, which sets out how we expect our pupils to behave in school and on visits. This Code of Conduct is displayed around school and in classrooms as a reference point for pupils, in order to reinforce expectations. It is discussed as part of our PSHCE curriculum at the start of the year and is reinforced by class teachers and the Headteacher throughout the year so that children are clear about the rewards for good behaviour and the sanctions for unacceptable behaviour.

Biddick Primary Promise

We make sure everyone feels safe, happy and respected.

We work hard and have fun.

We listen carefully to adults and to each other.

We look after our school environment.

We are helpful and well-mannered.

We treat others the way we would like to be treated ourselves.

Positive Behaviour

We praise and reward children in a variety of ways:

- Teachers' verbal and written praise
- Incentive Stickers / individual reward schemes in class.
- Merit Stickers may be rewarded for all aspects of good work and behaviour. When children receive a merit, they put it into their merit books. After receiving ten merits, their book is signed by the class teacher and they receive a large merit, which goes onto their Reward Card. Once they receive five large merits they come out in assembly, celebrate their achievement and choose a small gift.
- Class Rewards
- Class Assemblies allow children to show off their work / abilities to the rest of the school.
- For specific examples of excellent behaviour/ work, children may be sent to the Deputy Headteacher or Headteacher.
- Headteacher Awards can be awarded for commendable behaviour or particularly brilliant work.
- Celebration Assembly. Stars of the Week are celebrated each Monday morning assembly, where two children from each class receive a certificate for something, in which they have excelled during the previous week. This award is a reward for non-academic and academic achievement in and out of school. Their names are added to the display in the hall.
- 100% Attendance is rewarded with individual certificates in assembly on a termly basis.
- Children in Year 6 are given extra responsibilities, such as Prefect or Buddy and are used as role-models for behaviour within school.

Behaviour Modification

If a child exhibits behaviour that is unacceptable, behaviour modification strategies can be used to attempt to change this behaviour:

- ◆ change in classroom organisation
- ◆ using different resources
- ◆ using a behaviour story, whereby small progressions are devised for the child (e.g. sitting on chair for a given length of time, putting hand up to answer questions)
- ◆ rewards of stars/smiley faces on work, on charts and in special books
- ◆ use of certificates, special stickers for such things as listening, being kind, helpful, and so on
- ◆ commenting on a child's good behaviour to other children/other classes
- ◆ showing achievements in Assembly
- ◆ redirection to another activity

- ◆ talking to the child
- ◆ involving parents at an early stage to co-operate on an action plan.

Sanctions

We employ a number of sanctions to enforce the school rules. Each case is treated individually but generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences. Minor breaches of discipline are dealt with by the class teacher in a caring, supportive and fair manner, having regard to the age of the child. The following list of sanctions has been put together in consultation with the children and will be displayed in classrooms using to indicate the severity of the sanctions.

Oral reprimand
Name recorded – warning
Child seated in particular area of classroom for a defined time e.g. next to an adult
Withdrawal of a privilege e.g. team points/free time etc.
Time out e.g. completing work elsewhere or with someone else
Missing 5 minutes of breaktime / Holding teacher's hand for 5 minutes
Writing out letter of apology/school code of conduct/how rules were broken and what child should have done instead.
Sent to Phase Leader or Deputy Headteacher, who will give a verbal warning about future behaviour
Missing a break time

If the unacceptable behaviour is persistent or recurring, parents are informed. Children might then be placed on a daily or weekly report system, with parents' support, to monitor their behaviour.

Major Breaches of Discipline

This type of behaviour is rare at Biddick Primary School and will be dealt with promptly. Failure to improve at any stage leads automatically to the next stage; each stage is recorded by the school and follows LEA guidelines.

Children who have broken the school/class rules on several occasions and/ or have broken a major rule by:

Being involved in systematic bullying

Being offensive to an adult / member of staff

Physically hurting another child intentionally

Fighting

Disruptive Behaviour

Deliberately vandalising school property

Verbal abuse including racist and sexist remarks

... will be referred to the Headteacher or Deputy Headteacher

Referral to the Headteacher/Deputy Headteacher

Stage 1	Discussion / investigation of events leading up to the incident, explanation of what will happen next and recording on a Behaviour Form (Appendix 1). Child may be asked to write about the incident and find solutions, with guidance, to improve their response/s to a similar situation in the future (usually at break time). If the child continues to misbehave, then they will move to stage 2.
Stage 2	Parents are informed. Further discussion with the child and consideration of strategies to avoid further incidents. Older children will be asked to consider their actions and the consequences on others through the completion of a "Thinking Report". If the strategies put in place are not effective and the child continues to break the rules, they will move to stage 3.
Stage 3	Another meeting with parents. Withdrawal from playtime(s). Further consideration of intervention strategies and programmes will be considered e.g. Nurture Group/BIT. If this fails to work, they will then move to stage 4.
Stage 4	<ul style="list-style-type: none"> ◆ A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour. Child is placed on a weekly report. This is done during a meeting with the parents, child and class teacher. The child is seen on Friday afternoon by the Headteacher to review their progress and contact is made with parents on a weekly basis to consider the week's behaviour. A review date is set with parents. ◆ External support will be sought and agencies informed as appropriate. If the problem is severe or recurring, fixed term exclusion procedures are implemented. ◆ A case conference with parents and support agencies. ◆ Permanent exclusion, after consultation with the Governing Body and following the LA guidelines. ◆ Parents have the right of appeal to the Governing Body against any decision to exclude their child. <p>These stages will be implemented where appropriate and according to the age and needs of individual children.</p>

	A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away. A serious incident form will be completed. (Appendix 2)
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Lunchtime Supervision

At lunchtime, supervision is by the Senior Supervisor and a team of staff members. They follow whole school discipline procedures. They do this by reminding children of the standard of behaviour expected. Repeated minor problems are quickly diffused by discussion between the children. Notes are made of children who misbehave persistently and the Senior Supervisor refer misbehaviour to the Class teacher or Head Teacher if necessary. The children are encouraged to treat lunchtime staff members with the respect due to all adults at Biddick Primary School.

Parents

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules. Attending Parents' Evenings and developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

Intervention

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. All staff have been trained in Team Teach techniques to use in extreme circumstances. "Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe". (George Matthews - Director). If Team Teach is used in school, a letter will be sent home to parents. (Appendix 3)

An Incident Form (Appendix 2) is completed and the situation discussed with the Headteacher or Deputy Head Teacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – Social Services, Psychological Service, Pupil Referral Service etc.

Use of Reasonable Force

Every effort is made to de-escalate challenging behaviour and restraining a child is only used as a last resort in the event that a child may hurt themselves or put other children at risk.

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.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

See additional Guidance: 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

For further guidance, refer to the School Policy or DfES circular: *Use of Force to Control or Restrain Pupils*

Conclusion

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

Teaching and Learning Policy

Special Educational Needs Policy

Equal Opportunities Policy
Anti-bullying Policy

Health and Safety Policy
Safeguarding Policy

Member of staff responsible: Wendy Fowler

Date approved by the Full Governing Body: October 2016

Appendix 1.



Behaviour and Discipline Record

Date:

Pupils involved:			
Description of incident:			
Agreed actions:			
Date for next meeting (if appropriate):		Signature:	

Appendix 2.

Biddick Primary Serious Incident Form

PLEASE NOTE - All forms to be completed on day of incident and before member of staff leaves the building and handed in to office. All witnesses to incident are to complete separate forms in their own words.

Name of Person reporting the incident		Name of young person(s) involved and year group		Date, time and location of incident	
Antecedents:					
Details of Incident: Be specific but detailed (continue overleaf if necessary)					
De-escalation techniques used:			Physical Intervention:		
		Notes			Notes
Giving space	<input type="checkbox"/>		Friendly escort	<input type="checkbox"/>	
Reassurance	<input type="checkbox"/>		Single elbow	<input type="checkbox"/>	
Help Scripts	<input type="checkbox"/>		Figure of Four	<input type="checkbox"/>	
Negotiation	<input type="checkbox"/>		Double elbow	<input type="checkbox"/>	
Limited Choices	<input type="checkbox"/>		Single elbow (seated)	<input type="checkbox"/>	
Humour	<input type="checkbox"/>		T-wrap	<input type="checkbox"/>	
Remind of consequences	<input type="checkbox"/>		T-wrap (seated)	<input type="checkbox"/>	
Planned ignoring	<input type="checkbox"/>		Steering away	<input type="checkbox"/>	
Time-out	<input type="checkbox"/>		Arm Waltz	<input type="checkbox"/>	
Transfer adult	<input type="checkbox"/>		Other	<input type="checkbox"/>	
Remind of success	<input type="checkbox"/>				
Removing audience	<input type="checkbox"/>				
Other	<input type="checkbox"/>				
Outcome					
Follow up talk		Parental/ carer contact		Positive re-engagement Plan	
Outside agency involvement		Referral to another agency		Other:	
Date handed in		Date Received		Received By	

Signed: _____

Position: _____

Appendix 3.

Date:

Our

Your

ref:

This matter is being dealt with by:

Dear Parent/ Carer

Today your son's/daughter's behaviour became extremely challenging and as such posed a health and safety risk to themselves, other children and / or staff. Staff supported him / her by following school policy to reduce the risk and help him / her to calm down and regain control of themselves.

Although staff tried everything they could to calm them down, at some point during the incident it was necessary to use Team Teach techniques to hold them safely - we tried everything we could to avoid this, but it was decided that it was the best risk reduction option for everyone involved, including your son/daughter.

Should you wish to discuss the incident or how it was managed please contact school on 0191 2193675 and the Headteacher or Deputy Headteacher will be happy to talk to you about it.

Please be assured that your son/daughter's health and safety is our highest priority and we will do all we can to safeguard their welfare whilst managing to the best of our ability such challenging behaviour

Thank you for your continuing support,

Yours sincerely,

Mrs W. Fowler

Further information

Useful Documents and Resources

DfES/Home Office	Social Inclusion: Pupil Support (Circular 10/99)
Stationery Office	Discipline in schools: Report of the Committee of Enquiry Chaired by Lord Elton 1989 (reprinted 1997)
DfES/ Home Office	Dealing with Troublemakers 1997
DfES	The Use of Force to Control 10/98 or Restrain Pupils
Folens Publishers	Primary Professional Development: Behaviour Management & Policy (FA6505)