

BROAD CHALKE CE VA PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

Mission Statement: 'With the love of God we learn, care, grow and share'

At Broad Chalke Primary School, we recognise the importance of taking a positive approach to behaviour and discipline throughout the school. We aim to create an atmosphere based on a sense of community and shared values.

AIMS

- To establish clear rules for work, behaviour and discipline.
- To encourage children to develop respect for themselves and others.
- To encourage a respect for truth, tolerance and compassion.
- To develop a responsibility towards self, society and the environment.
- To enable children to understand the concept of forgiveness based on the teaching of Christ, for both their own and other children's misdemeanours.
- To create an environment where staff encourage and reinforce good behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To listen to and value the views and opinions of others.
- To encourage the involvement of parents in managing appropriate behaviour.
- To encourage children to become responsible for their own behaviour.

STANDARDS OF BEHAVIOUR

At school we work towards standards of behaviour based on the basic Christian principles of honesty, respect, consideration and responsibility; acceptable standards of behaviour are those which reflect these principles. It is the responsibility of each class teacher to ensure that rules are enforced in their class and to deal with misbehaviour. However if a child continues to misbehave then the class teacher should seek help and advice from the Headteacher.

THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

CLASSROOM MANAGEMENT

Classrooms are organised to develop independence and personal initiative. Learning is structured to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays can be used to develop self-esteem through demonstrating the value of every individual's contribution, and overall provide a welcoming environment.

GOLDEN RULES

The Golden Rules are:

- Do be gentle. Do not hurt anybody.
- Do be kind and helpful. Do not hurt people's feelings.
- Do work hard. Do not waste your own or other people's time.
- Do look after property. Do not waste or damage things.
- Do listen to people. Do not interrupt.
- Do be honest. Do not cover up the truth.

These rules are clearly displayed in all classrooms, the main entrance and the Hall.

CLASS RULES

Class rules will be discussed annually with the children and relate to the day to day running of the class e.g. always put your name on your work or always tuck in your chair. Rules will be expressed in positive language.

PLAYGROUND RULES

In addition to the Golden Rules there are basic playground safety rules.

- Line up when you hear the bell.
- Keep away from muddy areas and off the grass when it is wet.
- Look after the playground toys.
- Monitors (supervised by MDSAs) clear away toys at the end of lunchtime.
- Ask if you need to go in.
- Only go out of the school gate with permission and supervision.

GENERAL RULES ABOUT UNIFORM AND APPEARANCE

1. School uniform is to be worn for all school related activities except for activities where permission has been granted for pupils not to be in uniform.
2. If a child has pierced ears, only standard studs should be worn but removed for safety in PE lessons. If ears have been recently pierced, earrings should not be removed, but securely covered with tape or a plaster for PE lessons.
3. Nail varnish and make-up should not be worn to school.
4. Long hair should be tied back for PE.
5. Hair colouring is unacceptable.

ALL STAFF

We believe it is important for all adults working in the school to take a pro-active role in behaviour management by:

- Modelling positive relationships adult to adult.
- Praising and reinforcing positive behaviour.
- Emphasising **DO** rather than **DON'T**.
- Being a positive role model.
- Keeping each other informed.
- Adopting similar strategies to deal with conflict in a consistent manner.
- Implementing the school's Behaviour Policy at all times.
- Listen to the worries and concerns of children.

CLASS TEACHERS, TEACHING ASSISTANTS AND SUPPLY TEACHERS

We believe it is important for all teachers, assistants and supply teachers to take a pro-active role in behaviour management by:

- Establishing clear routines in individual classrooms.
- Being aware of children with medical or behavioural difficulties.
- Creating a positive classroom environment.
- Using good classroom management to promote positive behaviour.
- Establishing clear expectations of appropriate behaviour in different situations (e.g. formal, social, with visitors, with younger children, on trips).
- Displaying and reinforcing the Golden Rules in classrooms.
- Reinforcing all school/class/playground rules.
- Employing strategies for building self-esteem (e.g. celebration assembly).
- Having rewards and sanctions which are age-appropriate.
- Recording incidents on the 'K server' file.
- Discussing behaviour problems with parents when they arise.

MDSAS AND DUTY STAFF

We believe that it is important for MDSAs to take a pro-active role in behaviour management by:

- Relating to staff any incidents at lunch-time.
- Rewarding good behaviour with stickers or age appropriate rewards.
- Communicating more serious concerns and individual behaviour problems to the Deputy Head and/or Headteacher.

DEPUTY HEADTEACHER

We believe that it is important for the Deputy Headteacher to take a pro-active role in behaviour management by:

- Providing a *next step* for class or duty teachers.
- Supporting staff in managing good behaviour in the classrooms.
- Monitoring the implementation of the Behaviour Policy throughout the school.

NB Should a child need to be sent to the Deputy Headteacher or Headteacher, he/she should be accompanied by an adult

SENCO

We believe that it is important for the SENCO to take a pro-active role in behaviour management by:

- Supporting teachers in the implementation of any Individual Behaviour Plans.
- Liaising with external agencies and others with expertise from outside the school with regard to behaviour.
- Being particularly aware of the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

HEADTEACHER

We believe that it is important for the Headteacher to take a pro-active role in behaviour management by:

- Monitoring a consistent approach to discipline throughout the school.
- Using conflict resolution techniques and seeking restorative justice to build and repair relationships.
- Ensuring that relevant information from all affected parties has been investigated and considered before the sanctions of fixed term or permanent exclusion are used. Only the Headteacher has the power to exclude.

PUPILS

We believe that it is important that pupils take a pro-active role in behaviour management by:

- Keeping the Golden Rules, Playtime Rules and Classroom Rules.
- Doing as they are asked.
- Asking an adult for help if they are having problems.
- Treating others as they would wish to be treated themselves.
- Taking an active role/interest in the School's Council.

PARENTS

We believe that it is important that parents take a pro-active role in behaviour management by:

- Teaching their children to respect the feelings of others.
- Ensuring that their children arrive at school ready and organised.
- Teaching their children to be polite and to listen to others.

- Ensuring that their children respect their surroundings and the property of others.
- Teaching their children to take responsibility for their own actions.
- Supporting the schools aims and reinforcing the school's Golden Rules.
- Encouraging children to become independent by leaving them at the school door unless they need to speak to the teacher.

STRATEGIES TO ENCOURAGE GOOD BEHAVIOUR

Our emphasis is on recognising good behaviour, through praise and rewards. We have high expectations of standards of behaviour at all times.

A variety of strategies are used to encourage good behaviour. They are as follows:

- Valuing and praising children in work and play.
- Reward stickers.
- House Points. All members of staff give out points to children for good behaviour and record them on a class sheet. A reward is given to the winning house at the end of the year.
- Star of the week is used in Reception and KS 1.
- Merit points are given in KS2 which go towards filling merit badges and gaining a merit certificate.
- Headteacher certificates will be awarded to pupils for exemplary behaviour, effort and good work in Celebration Assembly.
- MDSA staff can reward children with special playtime stickers and contribute to the selection of pupils for Headteacher awards and house points.
- Pupils who need additional support for behavioural problems will, following agreement with their parents, be placed on a behaviour chart. They will be presented with a chart at the beginning of the week which breaks each day down into short target periods i.e. lessons, breaks and Collective Worship. The chart will have a clear target written on it which the child is trying to achieve. For each successful session, the pupil will be allowed to fill the appropriate space with a sticker. Unsuccessful sessions will be left blank in order for the calendar to remain a positive vehicle. The chart will be sent home each day for the child to share with their parents.
- Circle Time will be used as a vehicle during which discussion and sharing of feelings and views will work towards pupils having a better understanding of both themselves and others around them and to raise self-esteem.
- Golden Rules relate directly to Golden Time. Golden Time is a period of reward when, for 30 minutes a week, the children can choose which activity they do. All children who keep the Golden Rules will be rewarded with Golden Time. Breaking the Golden Rules will result in a warning, if poor behaviour continues a sanction could be loss of 5 minutes playtime or 5 minutes of Golden Time, whichever is more appropriate. In all classes this will be temporarily recorded.

SANCTIONS

The use of sanctions should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required in order to improve.

For pupils who choose to disregard the Golden Rules, class or school routines, there are immediate consequences. These are sequential and each time the pupil has the choice of behaving appropriately or moving to the next stage of sanctions. Sanctions should be meaningful to the child and communicated calmly. They should leave some incentive for the child to behave well for the rest of the day.

When time allows, children should be encouraged to understand their feelings and responses. They should be helped to understand that strong emotions are not bad. We encourage children to explore various alternative reactions and to rehearse what they might do in a similar situation next time. Children are encouraged to make choices and to accept the logical consequences of their actions. Where appropriate, children should be encouraged to apologise for their actions either verbally or in a letter.

However, in keeping with our Church Aided status we explain fully to the child that following any necessary sanctions or reparation, he/she will be forgiven and encouraged to try hard to behave well in the future. Sanctions normally follow this pattern but can be adapted by individual teachers to suit particular circumstances:

1. If a sanction is necessary, it will be immediate whenever possible and could take the form of:

- A verbal rebuke.
 - Repetition of an unsatisfactory task.
 - Being sent out of class to the cloakroom area for a few minutes
 - Loss of Golden Time .
 - Being sent to another class for time out.
 - Loss of playtime
 - Time out of activities in the playground.
 - If an apology is necessary, it will be given, verbally or in writing.
2. In the case of a physical or verbal attack or threat the adult in charge will initially deal with unsuitable behaviour at the time, by speaking to the child about why it is unacceptable and how it can be compensated for. The class teacher and the Headteacher will be informed and a note may be made in the electronic Behaviour Log which includes files for Bullying and also a Serious Incident File. Staff will keep each other informed about significant problems.
3. Persistent or serious misbehaviour will be reported to the Headteacher and parents will be informed, to discuss the matter. Parents of any affected children will also be informed. A behaviour chart may be introduced and further sanctions may be considered.
4. Specialist advice may be sought from:
- Educational Psychology Service;
 - Behavioural Support Team;
 - Specialist Special Educational Needs Service;
 - Education Welfare Service;
 - Children's Social Care Team.

5. ISOLATION AND EXCLUSION

- Isolation may be used for a short period such as a lunch time in order to give the child an immediate 'cooling off' period.
- Isolation could be used for longer periods but in these circumstances the parents would be informed of the need for a child to attend school but to be educated separately from their peers for a set amount of time.
- If at any time a child's behaviour is considered to be seriously inappropriate or dangerous, the Headteacher will put into action formal exclusion procedures as advised by the LA and inform the Governors.
- Dangerous, abusive or threatening behaviour could result in a fixed term or permanent exclusion. There is a list of exclusion reasons published by

Wiltshire Council. Notes about any incident of this nature will be recorded in the Serious Incident File.

- Fixed term exclusions send a very clear message to the child and to the victims that this type of behaviour is unacceptable. It also gives the child an opportunity to learn from their mistakes.
- A decision to exclude a pupil would only be taken in response to a serious breach of this behaviour policy or if allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in school.
- A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with discipline issues following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will only be used as a last resort.
- However, there may be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include: serious actual or threatened violence against another pupil or member of staff, sexual abuse or assault, supplying an illegal drug or carrying an offensive weapon.

USE OF FORCE

All members of staff have the power to use force where it can be considered to be reasonable, proportionate and necessary. Staff must always be acting in the best interests of the child. If a member of staff does need to use force, the incident **MUST** be recorded in the Serious Incident file kept by the Headteacher and reported to the pupil's parents. We use the minimum of force and follow the guidelines laid down by the DfE. In particular:

- Creating a calm environment that minimises the risk of incidents arising that might require using force.
- Teaching pupils how to manage conflict and strong feelings.
- De-escalating incidents if they do arise.
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force.
- Having in place risk assessments and positive handling guidance for individual pupils.

RESTRICTIVE PHYSICAL INTERVENTION

A restrictive physical intervention would only be used as a last resort, ideally as part of a planned intervention which has been risk assessed and by a member of staff trained in 'Team Teach' techniques (training on the use of restrictive physical interventions). However, there may be times when a member of staff, acting in the best interests of the child, feels that it is necessary to use reasonable force which involves a restrictive intervention. Any restrictive physical intervention must be recorded in the 'Red Book,' a bound and numbered book.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event, school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the school's approach to the use of force

- We acknowledge our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a pupil.
- Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Using force

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. These are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest;

- the 'nose distraction technique' which involves a sharp upward jab under the nose

Staff training

Schools need to take their own decisions about staff training. The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. Staff have been trained in de-escalation techniques April 2017.

Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents. In deciding what a serious incident is, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when walking;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

SEARCHING PUPILS

Although in a Primary School it is unlikely that the following will apply, we have to include the power to search pupils in our policy. School staff can search pupils with their consent for any item which is banned by the school rules. In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

The power to discipline beyond the school gate covers the school’s response to all non-criminal bad behaviour or bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Headteacher are lawful. The Headteacher will need to consider what the school’s response should be to any unacceptable behaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; or
- in some other way identifiable as a pupil at the school.

Or, consider misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

In all of these circumstances, the Headteacher should also consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow its safeguarding policy.

Disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff. The contents of this Policy will be made available to parents (via the website). It is the duty of the Headteacher to ensure that this policy is regularly reviewed and that its contents are upheld.

Policy reviewed and redrafted: January 2013, Summer 2016, March 2017

Ratified by the Governing Body: March 2013,

Date of next review: Summer 2019

Other documents to be read in conjunction with this policy:

Anti - Bullying Policy, Single Equalities Policy, School Aims and Ethos, Home School Agreement, PSHE Policy, Attendance Policy, SEND Policy, Use of Force to Control or Restrain Pupils, Child Protection Policy, Behaviour and Discipline in Schools DfE January 2016.