



DUNTON BASSETT PRIMARY SCHOOL

Behaviour and Discipline Policy

Updated: December 2016		Agreed by Governors:	
Due for Revision: December 2019		Signed:	

In summer 2013, the government published the document entitled 'Behaviour and discipline in schools: Guidance for governing bodies with legislation relating to the Education Act 2002 and the Education and Inspections Act 2006. In spring 2012, the government published 'Behaviour and discipline in schools: A guide for head teachers.'

The key points of the documents are:

- Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school
- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants
- Heads and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Every school must have a behaviour and discipline policy which sets out the school rules

Rationale

At Dunton Bassett Primary School we believe every child has the right to be happy and safe and we place great value on the need to promote a caring and supportive environment in which all members of the school community feel secure and respected.

In order that we have a well organised and disciplined place in which to live and work, the school has developed a positive framework to manage behaviour that fosters and promotes good behaviour.

The development of personal qualities and the fostering of socially acceptable behaviour are an integral part of our learning environment at Dunton Bassett. Our aims and philosophy have been agreed by pupils, staff and governors and conveyed to parents/carers in order that we have a shared expectation of attitudes and values and a whole-school community feel to ownership of the practice.

Aims

- to ensure the whole school is a safe environment for all children
- to establish clear discipline across the school using a behaviour code of conduct that is known, respected and followed by all members of the school community

- the school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a moral framework within which initiative, responsibility and sound relationships can flourish
- to enable children to develop a sense of self-worth, respect and tolerance for others
- to promote the emotional health and well-being of all pupils and staff
- to treat all children fairly and apply this behaviour policy in a consistent way
- the school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour

Objectives

For children to show:

- self-confidence and self-control
- sensitivity and consideration for others
- a pride in themselves and their school
- an interest in their activities

For staff:

- to raise pupils' self esteem
- to promote respect and empathy for self and others
- to ensure that positive behaviour is always recognised
- to acknowledge that maintaining good behaviour is a shared responsibility
- to empower staff to determine and request appropriate behaviour from everyone
- to promote a positive, proactive, reflective approach to behaviour management
- to ensure that we seek to understand the reasons for pupils' behaviour

Guidelines

Social, emotional and behavioural skills will be taught as part of a whole-school approach to pupils' development and reflected in the school's vision statement and ethos.

They will be taught through our Golden Rules, Classroom Rules, Assemblies, Personal, Social, Health Education (PSHE), SEAL and the Healthy Schools Programme, as well as the general day-to-day relationships and encounters between all staff and pupils. We believe that teaching and acquiring these skills will increase pupils' abilities to:

- be effective and successful learners
- make and sustain friendships
- deal with and resolve conflicts effectively and fairly
- solve problems with others or by themselves
- manage strong feelings such as frustration, anger and anxiety
- work and play co-operatively
- compete fairly, win and lose with dignity and respect for competitors
- recognise and stand up for their rights and the rights of others
- understand and value differences between people
- respect the right of others to have beliefs and values different from their own

Behaviour for learning:

We follow the *Golden Rules*: The overriding principle is that everyone acts with respect towards each other at all times; that the school community works towards understanding and accepting individual and community differences and values these differences between people.

Our Golden Rules:

1. Do be kind and helpful - Do not hurt the feelings of others
2. Do work hard - Do not waste our own or others' time
3. Do look after property - Do not waste or damage things
4. Do listen to people - Do not interrupt
5. Do keep hands, feet and unkind words to yourself - Do not hurt anybody by kicking, hitting or name calling
6. Do play co-operatively - Do not spoil other people's games
7. Do be honest - Do not cover up the truth

The class teacher discusses the *Golden Rules* with each class. In addition each class also has its own classroom rules, which is agreed by the children and displayed on the wall of the classroom. The basic rules may be added to by individual classes.

Our Classroom Rules:

1. Listen when you are being spoken to
2. Do not answer back
3. Follow instructions the first time you are asked
4. Be quiet as soon as you are asked
5. Ask permission to leave the classroom
6. Ask permission to borrow other children's things

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/PSHE.

Rewards

A variety of rewards, incentives and privileges underpin the promotion of expected behaviour alongside the development of self esteem and confidence.

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

- A smile and verbal acknowledgement from adults working around school
- A written positive comment on the child's work
- By awarding house points, stickers or smiley faces
- A visit to another teacher to show the achievement
- A visit to the head teacher for a written comment or a sticker
- A Star of the Week certificate and acknowledgement in Celebration Assembly
- House points and certificates
- A verbal or written comment to the child's parent
- Text home to parents
- Work displayed
- Golden time

What happens if a child breaks the rules in the classroom?

The school employs a number of sanctions to enforce the school code, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Step 1: An informal warning

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task

Step 2: A formal warning

- If a child is disruptive in class, the teacher reprimands him or her and a formal warning is given. Children may be moved within the class to work and the child's name is written on the white board (2 minutes loss of playtime/lunchtime/golden time)

Step 3: A second formal warning

- If the disruptive behaviour continues a second formal warning will be given. Children may be isolated from the rest of the class until s/he calms down and is able to work sensibly with others again. The child's name is written on the white board again (5 minutes loss of playtime/lunchtime/golden time)

Step 4: Parents contacted

- Continued or repeated breaking of classroom rules (within one day): parents are contacted and invited to discuss the issue with the class teacher

Step 5:

- More serious behaviour or continued breaking of rules (across a couple of days): the child is sent to another class and parents contacted and are requested to speak to the head teacher as soon as possible

What happens if a child breaks the rules at playtime or dinner time?

Dining supervisors will follow the same guidelines as above and use warnings where appropriate. However, deliberate physical aggression towards another child will automatically result in children being sent into school and a record of what happened will be made. These will be kept in a file in the office.

What happens if a child breaks the rules during after school clubs?

Children who misbehave or disrupt voluntary clubs will be warned initially. Continued disruption will result in them not being allowed to continue with the club and parents will be informed.

Further information

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

- Repeated instances of such behaviour during a short period of time (e.g. across a couple of weeks) will lead to a discussion as to whether a fixed term exclusion is necessary.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is removed until able to behave appropriately. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child including the drafting of a behaviour plan.
- The school does 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. See Anti-Bullying Policy. Anti-bullying award also achieved.

The role of the class teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the classroom/school code consistently. The teachers treat all children in their classes with respect and understanding.
- 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 in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the senior staff.
- The class teacher liaises with the Special Needs Co-ordinator and external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of all staff

- All staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances (when taking part in any school related or organised activity; travelling to or from school; when wearing school uniform or in some other way identifiable as a pupil at the school).
- All 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.
- Allegations of abuse against staff are taken very seriously and are dealt with in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. In conjunction with the governing body,

the head teacher will decide on the appropriate disciplinary action to take against pupils who are found to have made malicious accusations against school staff.

The role of the head teacher

- It is the responsibility of the head teacher 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 head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The head teacher keeps records of all reported serious incidents of misbehaviour.
- The head teacher has the responsibility for giving fixed-term exclusions 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. These actions are taken only after the school governors have been notified.
- School staff can search pupils with their consent for any item which is banned by school. The head teacher and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

The role of parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- Parents are required to sign a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.
- We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- 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. We ask parents to keep us informed of behaviour difficulties they may be experiencing at home, of any changes which may affect their child's performance or behaviour at school or to inform us about their child's ill health and any absences connected with it.
- Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court imposed parenting order.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns 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, parents can follow the complaints procedure.

The role of governors

- 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 adhering to these guidelines.

- The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Inclusion

It is our expectation that every child will follow the School's Rules but we recognise that some children have Emotional, Behavioural and Social Difficulties (EBS/D). We will identify and assess the needs of these children with emphasis on:

- taking action at the first sign of difficulty
- carrying out detailed observation of behaviour, placing on SEN record and providing an Individual Behaviour Plan
- addressing the problematic behaviour itself
- structuring a child's work, while keeping the child as close as possible to the curriculum
- provide strategies to help pupils self-manage their behaviour and make the right choices
- exploring the nature of difficulty with the child, parents/carers, other staff and external services as necessary
- seeking external advice to supplement the school's own expertise
- keeping detailed records and regularly reviewing the effectiveness of approaches

Extreme behaviour

In rare cases of extreme aggressive behaviour, which affects the learning of other children or puts anyone in danger of being harmed, two members of staff will escort the child to a safe, quiet area and hold until calm. Holding will only ever be used as a last resort and where possible handled by staff who are trained in the Team Teach method of physical restraint. All members of staff are aware of the regulations regarding the use of reasonable force by teachers. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. See Use of Reasonable Force Policy. All such incidents will be clearly recorded. Parents will be informed and asked to come into school to discuss the incident. We will always give a fresh start the next day and look for ways to avoid the behaviour being repeated.

Where extreme behaviour puts a child in danger of being excluded, specialist input will be sought from outside agencies and a special meeting will be called to put measures into place to avoid this outcome. All efforts will be made by the school to keep the child from exclusion and parents will be fully involved with this process.

The school will consider each case individually, but it will take a very serious view of the following behaviours:

- a considered act of aggression towards another child or adult
- verbal abuse towards another child or adult, including racist, sexist or homophobic comments and repetitive name calling
- persistent bullying
- deliberate, continued defiance

- deliberate damage to school or other people's property (parents will be invoiced for cost of repairs)
- running out of the school premises
- persistently answering a member of staff (or other adult in school)
- persistent swearing
- deliberate damage to school property (parents will be invoiced for the cost of repairs)
- deliberate misuse of the internet

These behaviours will automatically result in a yellow or red card being given, (depending on the severity of the incident). Repeated outbursts of these behaviours are likely to lead to a fixed term exclusion in the first instance, and a permanent exclusion if continued.

Fixed-term and permanent exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the DfE guidance on exclusion. We refer to this guidance in any decision to exclude a child from school.
- Only the head teacher or acting head teacher has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.
- In extreme and exceptional circumstances the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the head teacher excludes a child, s/he 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.
- The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five days of any exclusion. If they do not, the school or LA may issue a £50 penalty.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.
- 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.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

Drug- and alcohol-related incidents

- The school will take very seriously misuse of any substances such as legal or illegal drugs, glue, other solvents, or alcohol. The parents or carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

- If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or carer of the child has visited the school and discussed the seriousness of the incident with the head teacher. The police and social services will also be informed. If the offence is repeated the child will be permanently excluded.
- If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.
- If a child will need medication during the school day the parent or carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of an adult.

Monitoring and review

- The head teacher monitors the effectiveness of this policy on a termly basis. S/he also reports to the governing body on the effectiveness of the policy when requested and, if necessary, makes recommendations for further improvements.
- The head teacher records those incidents where a child is sent to him/her or a member of the leadership team on account of inappropriate behaviour.
- The head teacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality and bullying.
- 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.