



Goring C E Primary School

Faith, Love and Learning

**BEHAVIOUR
AND DISCIPLINE
POLICY**

2017-18

Review: Autumn 2018

Headteacher - Mrs Clare Jee

BEHAVIOUR AND DISCIPLINE POLICY

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KEY:

HT	Headteacher
AH	Assistant Headteacher
INCL	Inclusion Leader
SLT	Senior Leadership Team (HT, AHs, INCL)
EP	Educational Psychologist
FLW	Family Link Worker
IST	Inclusion Support Team
PSHCE	Personal Social Health & Citizenship Emotional
SEAL	Social & Emotional Aspects of Learning

INTRODUCTION

At Goring Church of England (Aided) Primary School, we believe that good behaviour is essential. We want our school to be a happy and safe place where everyone is valued, respected and cared for. We want the children to develop intellectually, academically, socially, spiritually, morally and culturally, in an environment that promotes Christian values. We have consulted with children, parents, staff and governors in developing this policy.

The purpose of our policy is:

- to put our school aims and mission statement into practice
- to provide continuity and consistency in our approach to behaviour
- to provide a whole school approach for ensuring high standards of behaviour

SCHOOL AIMS

- To reflect our Christian character through worship, links with St. Mary's Church and in daily living and learning
- To provide a happy and secure learning environment
- To provide an excellent standard of education and pastoral care for all pupils
- For children to enjoy learning through an enriched and creative curriculum that motivates and inspires
- To support all aspects of a child's spiritual, moral, social, cultural, emotional, intellectual and physical development
- To provide opportunities for children to maximise their potential through a broad and balanced curriculum
- To ensure equal access to the curriculum and all aspects of school life for pupils, regardless of background, ability, gender or ethnicity
- To use a range of teaching strategies and techniques to motivate and inspire children to become independent, willing and active learners
- To value each child for his or her uniqueness
- To help pupils to understand the cultural diversity of the world in which they live and the interdependence of individuals, groups and communities
- To help children enjoy, appreciate, respect and care for their environment
- To ensure high standards of behaviour
- To promote close links between home and school (including Home School Agreements)
- To ensure that children know and understand the importance of a healthy lifestyle and staying safe

OUR SCHOOL CODE OF BEHAVIOUR **(Agreed with the children)**

We will –

- Be polite and show respect
- Always do our best
- Look after each other and our school
- Always tell the truth
- Be kind and co-operate with each other
- Listen to others
- Walk through school quietly

We will not engage in:

- Physical aggression
- Bad Language
- Unkind words
- Bullying
- Damaging property

PLAYTIME CODE OF BEHAVIOUR **(Agreed with the children)**

- no fighting, aggressive or dangerous play
- let others join in with your games
- tell an adult if you or others are hurt or upset
- stay in the playing area (tarmac or field)
- respect the outside environment
- no climbing on fences, walls, tables, benches or trees
- on first whistle – STAND STILL
- on second whistle – WALK TO LINE, STAND IN SILENCE and then walk into school without talking

ENCOURAGING GOOD BEHAVIOUR

LESSON TIME

In school adults will:

- notice, praise and reward good behaviour
- explain and demonstrate the behaviour we wish to see
- listen carefully to the concerns of children and respond constructively
- plan interesting and challenging tasks to engage and motivate
- provide opportunities for children to become positive role models
- be constructive when addressing unacceptable behaviour
- ensure that children understand that it is the behaviour which is unacceptable, not them
- find out about causes of conflict and help children to resolve them through PSHCE, SEAL and Circle Time
- set short term personal behaviour targets where necessary

PLAYTIMES

During playtimes adults will:

- talk to children
- remind and reinforce code of behaviour
- organise games using markings on the playground or equipment
- suggest alternative games for children who play aggressively
- praise good behaviour (lining up, walking through school to the playground, neat cloakrooms) and ask the class teacher to move particular children up the clip chart for politeness, playing nicely, showing thoughtfulness etc

LUNCHTIMES

During lunchtimes Midday Meal Supervisors (MMS) will:

- reinforce the school and playtime codes of behaviour
- notice and praise good behaviour and move particular children up the clip chart for good manners politeness, playing nicely, showing thoughtfulness etc.
- arrange games, supervise playground toys
- promote the use of the trained playground leaders to ensure children have somebody to play with
- encourage non-aggressive play
- deal with conflicts between children in a calm manner and support the children in resolving their problems
- follow traffic light plans for children that have one and comment in their books at the end of lunchtime
- use time-out on the white line as a consequence to unacceptable behaviour
- ensure that children have time to eat their lunch if having time out in school for repeated unacceptable behaviour
- record, date and initial incidents of unacceptable behaviour in their log book and the action that was taken
- deal with minor accidents
- follow the 2 whistle system for lining the children up at the end of play
- inform teacher of good and unacceptable behaviour (via the log book where possible)
- inform Headteacher of recurring unacceptable behaviour
- record serious incidences on a Behaviour Incident Log supported by a member of the teaching staff

REWARDING GOOD BEHAVIOUR

We promote good behaviour by rewarding children on an individual and collaborative level in a variety of ways.

The purpose of giving rewards is to:

- recognise and reward good behaviour
- promote good behaviour
- encourage positive peer role models
- raise self-esteem
- recognise and reward individual achievements
- provide an incentive for sustaining good behaviour

INDIVIDUAL REWARD SYSTEMS

Clip Charts

Teachers use a clip chart to promote positive behavioural choices from each child in their class. Clip charts consist of seven statements displayed vertically. Every child has a peg with their name on it and all the children's pegs begin each day on 'Ready to Learn'. During the day children will be told to move their peg up and down by the teacher, teaching assistant or learning support assistant based on the choices they are making. Good choices will result in the peg moving up towards 'Outstanding' and inappropriate choices will result in the peg moving down towards 'Parent contact'. If a child moves above outstanding their peg will be clipped to the teacher and a phrase such as 'I am wearing your peg with pride' will be used.

Teachers in Reception and Year 1 use a simplified version with fewer stages. Across the school, teachers use a variety of rewards to acknowledge good behavioural choices including verbal praise, stickers, and certificates.

Headteacher's Reward

Children having a positive attitude towards school life and making consistently excellent behavioural choices can be sent to see the Headteacher to receive a Headteacher's reward. Children who have made a concerted effort to improve their choice-making can also be sent to see the Headteacher to receive a Headteacher's reward.

Awesome Attitude Award

Each Friday classteachers will choose a child from their class to receive the award during the Awesome Attitude Assembly on the Monday morning. The teacher will write a short account in the Awesome Attitude Book of how the child has shown a particularly positive attitude towards their work or their interactions with others. The child's parents/carers will be invited to attend the assembly. Photos of the children selected together with the teacher comments will be displayed on the monitor in the foyer for a week.

COLLABORATIVE REWARD SYSTEM

House Teams

Staff across the school use a house points system to help promote positive attitudes and behaviour. We feel that it is important to recognise children who are going "above and beyond" in seeking to adopt and develop positive attitudes and behaviours in school.

Staff award house points for a process not an outcome, therefore children will not be awarded a point for an end product, e.g. a piece of work, but rather for the effort and attitude they have displayed in producing it. The table below indicates some of the attitudes and behaviours for which house points will be awarded:

Organisational skills – being ready to learn	Being helpful	Independence
Sportsmanship	Looking after the environment	Challenging yourself
Finishing the day on 'Outstanding'	Celebrating others' achievements	Thinking creatively
Positive attitude	Being a good friend	Perseverance
Putting others first	Manners and politeness	Extending their own learning (e.g. at home, unprompted etc)
Showing initiative	Applying skills to other areas of their learning	Resilience (learning and emotional)

At the end of each half term the house with the most points will be awarded the house cup and win a 'house celebration afternoon'.

PARENTAL INVOLVEMENT

We strive to work collaboratively with parents and carers to jointly support children to behave in a socially acceptable way so that they can feel good about their own behaviour and the choices they make.

We ask parents to:

- Communicate any concerns they may have regarding their child's emotional well-being and behaviour
- Let us know when circumstances have arisen which could result in a deterioration in their child's behaviour
- Meet with us to discuss concerns we may have and agree action together
- Try their best to implement strategies suggested by school staff
- Motivate their child by noticing, praising and rewarding good behaviour
- Label the behaviour and not the child when their child misbehaves

UNACCEPTABLE BEHAVIOUR AND THE CONSEQUENCES

We actively try to prevent unacceptable behaviour by encouraging good behavioural choices but if a child displays unacceptable behaviour according to our agreed codes of behaviour there will be a consistent response by the adults involved and consequences appropriate to the child's or children's actions. In these instances we will follow our staged approach to discipline as follows:

UNACCEPTABLE BEHAVIOUR – PROCEDURE LEVEL 1

LEVEL 1 in class - Teacher led

- **Move child's peg down the clip chart**
- **Speak firmly, but without shouting and explain why the behaviour is unacceptable and what will happen if the behaviour continues**
- **Sit child on another table**
- **Talk one to one, with the child, to find out what the problem is**
- **Time out in the classroom with a timer**
- **Remove child to:**
 - (a) have 'time out' outside the room with a timer, accompanied by a Teaching assistant**
 - (b) work with a teaching assistant outside the classroom**
 - (c) spend time in another classroom with teacher agreement**
- **Talk to parent where necessary**

LEVEL 1 during playtime - TA led / during lunchtimes –MMS led

- Deal with problems immediately, consistently and appropriately in line with the policy
- Consider if it was an accident and if so, explain this to the children and encourage more careful play
- If it was not an accident, talk to other children involved and listen to their explanations
- Ask them what they could do to stop this happening again
- Tell child to stand on the white line or walk with a member of staff for a time then allow them to return to play with other children
- MMS' enter incident into their lunchtime log book

REPEATED UNACCEPTABLE BEHAVIOUR – PROCEDURE LEVEL 2

LEVEL 2 during playtimes – TA led/During lunchtimes MMS led

- If behaviour persists take the child into school to have time out with a senior member of staff
- Aggressive, rude or defiant behaviour is explained to the class teacher
- MMS' enter incident into the MMS' log book
- Recurring behaviour of this nature is explained by the teacher, to Headteacher and parents are informed

LEVEL 2 in class – Teacher led

- Move child's peg down the clip chart
- Give time out (see below)
- Extra work or repeating unsatisfactory work
- Written tasks such as an apology letter
- Loss of privileges eg the temporary loss of a prized responsibility
- School-based community service such as litter-picking (KS2)
- Detention during lunch-time (KS2). NB when a lunch-time detention is given, reasonable time will be given to eat, drink and use the toilet

LEVEL 2 SLT led

- If over one school term a child is taken in to have time-out with a senior member of staff 3 times, the child's will be placed in a social skills group and their parents/carers will be informed
- The incident is recorded on a Behaviour Incident Log (refer to Appendix A)
- INCL will advise staff and may seek support for parents - offer Family Link Worker or other support if appropriate

- INCL will devise individual behaviour targets using a Traffic Light Plan involving Inclusion Leader/class teacher/parents/ child and inform and/or involve Headteacher

SIGNIFICANT UNACCEPTABLE BEHAVIOUR - PROCEDURE LEVEL 3

This level will be called for in extreme circumstances such as when the child:

- Runs off and attempts to leave the school grounds
- Persistently refuses to comply with instructions
- Causes significant verbal disruption
- Becomes physically aggressive
- Compromises their own safety or that of others

LEVEL 3 – Headteacher/Assistant Head/Inclusion Leader led

- Calmly tell the child what they want them to do, giving choices and explaining consequences
- Explain what will happen if they do not comply (could involve the loss of a privilege such as taking part in muffin-day (KS2))
- Start a countdown from 5 to 1 if still non-compliant
- Ensure the safety of the child and other children by either removing the child or removing other children from the vicinity of the child if needed
- Call another member of the SLT to assist in removing the child if they remain non-compliant
- If the child has been removed from the situation stay with child until the child is ready to rejoin the class
- When calm return the child to class and debrief adults in class (in the case of a younger child or a child with additional needs, consider if the child needs time to have a play outside on their own supervised by you or another adult for five minutes before being re-integrated into class)
- Adults involved to contribute towards recording what happened on a Behaviour Incident Log, a copy to be given to HT and INCL
- Either the HT/AH or INCL to inform the parent/carer of the incident before the end of the day and arrange to meet with parent and child at the end of the day or at the start of the next day
- Classteacher to give un-completed work if appropriate (and explain what needs to be done), to be handed in the following day
- Where persistent level 3 behaviour is shown the classteacher and Inclusion Leader will meet together to devise a Behaviour Plan/Risk Assessment. This will be shared with HT and all staff involved (refer to Appendix E).

- **Consult an external agency such as the Learning and Inclusion Advisory Team or the EP service, once parents/carers have agreed if advice is needed**

EXCLUSION - LEVEL 4

We are an inclusive school and we endeavour to avoid excluding a child due to their behavioural choices, seeking instead to support them to make improved choices. However in the event of a child causing or likely to cause significant harm to themselves, another child or an adult we will issue an exclusion. In the first instance this will generally be a fixed term exclusion of a minimum of half a day, as follows:

- **If the incident occurs before 12.00 am the child will be excluded for the remainder of the day**
- **If the incident occurs after 12.00 am the child will be excluded until 1.00 pm the following day**

LEVEL 4 - Headteacher led

The HT will follow the current guidance produced by the DoFE.

- **HT (or another member of the SLT in her absence) to complete appropriate exclusion letter and forms for county and parents Refer to Appendix D & E)**
- **Teacher to provide work for the duration of the exclusion period.**
- **Incident to be recorded in the bound Incident Log Book kept in the HT's office and signed by the reporting member of staff**
- **HT to arrange and hold a re-integration meeting with parents/carers on the morning the child is due to return to school**

BULLYING

Bullying is repeated, intentional physical and/or emotional harm from one child or a group of children to another child. It includes blanking, ignoring or consistently excluding another child or children. Bullying often occurs when one party seeks to control, overpower and intimidate another party. We recognise that bullying can be physical, verbal or non-verbal and can involve sending messages via the internet or on a mobile phone and that bullying is often not obvious or public.

We strive to ensure the safety and well-being of all our pupils and we do not tolerate bullying in any form. If it is found to be happening we will act immediately to stop further incidents occurring. Incidents will be recorded, children and parents will be consulted. Action will be agreed and all staff

members will be informed as appropriate. The situation will be monitored closely and the views of the child or children previously involved until we are satisfied that the bullying has stopped. Please see our anti-bullying policy for more details.

SCHOOL DISCIPLINE AND THE LAW

REASONABLE FORCE

We reserve the right as school staff to use reasonable force, as allowed by law, to prevent a child from harming themselves, another person or property and to maintain good order and discipline in the classroom. We are fully aware that force can never be used as a punishment.

SEARCHING WITHOUT CONSENT

School staff are also allowed by law to search a child without consent if the child is suspected of having a prohibited item with them such as a weapon, alcohol, an illegal drug, a stolen item, tobacco and cigarette papers, fireworks, pornographic material or an item which has or may cause harm to the child, another person or property. We therefore reserve the right to use reasonable force when searching a child for an item listed above that could be or has been used to commit an offence or cause harm.

CONFISCATING PROPERTY

The law gives teachers the right to confiscate, retain or dispose of a pupils' property as punishment so long as it is reasonable given the circumstances.

USE OF ISOLATION

Schools are allowed to isolate a disruptive pupil away from other pupils for a limited period of time if in the best interests of the child and other children. We will ensure that preventing a child from leaving a room will only be done in exceptional circumstances and that the length of isolation is proportionate to the age and stage of development of the child and no longer than necessary. Time spent in isolation will be as constructive as possible and staff will allow the child time to eat and to go to the toilet as needed. We strive to ensure the health and safety of our pupils at all times.

DISCIPLINING OUTSIDE THE SCHOOL GATE

The law gives teachers the power to discipline include the power to discipline 'to such an extent as is reasonable' even when they are not at school or in the charge of a member of staff. The decision to discipline must be made on school premises or when the pupil is under the lawful control of school staff.

We reserve the right for school staff to discipline pupils for behaviour when:

- Taking part in any school-based or school-organised activity
- Travelling to and from school
- Wearing school uniform

- Identifiable as a pupil at the school
- Or at any other time if the repercussions could disrupt the running of the school, pose a threat to school staff or other pupils or adversely affect the reputation of the school

THE 2010 EQUALITY ACT

We are fully committed to our duties under the 2010 Equality Act in respect to safeguarding and in respect to children with SEN. We are fully aware that discipline must not breach any other legislation such as disability, SEN, race and other human rights. Discipline will be reasonable in all cases, taking into account the child's age, any SEN or disability and taking into account any racial requirements affecting the child.

As a school we will consider whether the behaviour under review gives cause to suspect that a child is suffering from, or likely to suffer from, significant harm and whether persistent behaviour is as a result of unmet needs or SEN. At this point we will consider the need for a multi-disciplinary assessment.

REPORTING BAD NON-CRIMINAL BEHAVIOUR

Criminal behaviour will always be reported to the police and a child's social worker will be informed if one is already involved. When bad non-criminal behaviour is seen outside school or reported to school the Headteacher will make a report in writing.

Following this the procedure will include:

- Discussion with parents and child
- Action agreed by all parties to minimise likelihood of repeat behaviour
- Behaviour strategies put in place to be actioned at home and in school as needed
- Review meeting at a date agreed during the initial meeting and further meetings arranged as needed
- Child's social worker informed if one is already involved

MALICIOUS ACCUSATIONS

If an allegation is determined to be unfounded or malicious, the local authority designated officer will be informed and will refer the matter to local authority children's social care services. Also the headteacher will consider whether to take any disciplinary action against the pupil who invented the allegation such as:

- Detention
- Fixed term exclusion
- Permanent exclusion

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegations. The school will refer straight to Level 4 and the sanctions for this procedure. In such cases, parents will always be informed of their child's behaviour and a phone call will be made to parents/carers asking them to meet with the headteacher as soon as possible. The Headteacher will follow the protocol according to the latest guidance. The police may also be asked to consider whether any further action may be appropriate against the child responsible.

In accordance with the government guidance 'Dealing with allegations of abuse against teachers and staff' a member of staff accused of misconduct will not automatically be suspended pending investigation. Please refer to the guidance document.

TRANSITION

Pupils who are joining or leaving the school with known disruptive behaviour careful transition planning will need to take place to include transferral of verbal and written information, discussion with parents and planned visits. Photos of key staff and rooms/areas within the school may also be used to build familiarity prior to transition.

MENTAL HEALTH PROBLEMS IN CHILDREN

We recognise that many children experience mental health problems at some point in their school careers and these can often lead to a display of inappropriate behaviours.

Common mental health problems in children include:

- Emotional disorders
- Conduct disorders
- Hyperkinetic disorders
- Developmental disorders
- Attachment disorders
- Eating disorders
- Habit disorders
- Post-traumatic stress syndrome
- Psychotic disorders – schizophrenia, manic depressive disorder

We actively seek to identify such problems with the support of healthcare professionals so that we can work with children and their parents/carers to overcome these barriers to ensure positive outcomes for them. We will do our best to keep staff up to date with current guidelines for supporting children with mental health issues.

GOVERNANCE AND GOVERNMENT GUIDANCE

SCHOOL GOVERNORS

The Headteacher has the day-to-day authority for implementing the guidelines in this policy on behaviour and discipline but the governors may give advice on particular disciplinary issues. The Headteacher will take this advice into account when making decisions about disciplinary matters. School governors are responsible for reviewing this policy and reviewing its effectiveness and supporting the Headteacher in adhering to its guidelines.

GUIDANCE

The following Department of Education guidance has been adhered to in the writing of this policy:

- Section 89 of the Education and Inspections Act 2006
- Behaviour and Discipline in Schools - Advice for Headteachers and school staff' Department for Education Feb 2014
- 'Mental Health and Behaviour – Information and Tools for Schools' Department for Education March 2015

OTHER RELEVANT POLICIES

Please read in conjunction with the following school policies:

- Anti-bullying Policy
- Exclusion Policy
- Child Protection Policy
- Inclusion and SEN Policy

Date adopted by the Governing Body: Autumn Term 2017

Date of next review: Autumn Term 2018