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# BEHAVIOUR MANAGEMENT AND DISCIPLINE POLICY

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## Introduction

The purpose of managing behaviour effectively is to enable all children to access a high quality education in a safe and supportive environment.

This policy is a statement of the principles, aims and strategies for the management of behaviour. The purpose of the policy is to act as a reference point and inform staff, parents, governors, LA officers and inspectors.

Reference is made to:

- DFE Use of Reasonable Force. A summary for Headteacher, staff and Governing bodies (Appendix 1)
- DFE Screening, searching and confiscation
- Sunderland Safer Working Practices
- School use of reasonable force guide

## **Rationale**

The ethos and climate for learning within the school is central to creating an environment which allows all pupils to develop and maintain high standards of behaviour and academic achievement. The quality of relationships and identified resources to support pupils throughout school is vitally important, and:

- Enables teacher to teach and children to learn
- Raises self esteem
- Provides an atmosphere of harmony and tolerance
- Is accepted and required in wider society

## **Aims**

- To fulfil legal requirements
- To provide an orderly fair, consistent and safe environment for all
- To provide an environment where effective teaching and learning can take place
- To encourage self discipline in all pupils, helping them to make positive choices and recognise consequences
- To develop a whole school approach to behaviour

## **Children need:**

- Regular attendance
- To access a safe, stimulating environment
- To feel valued
- To be offered an appropriate, well-balanced curriculum with realistic expectations
- To have good role models
- To develop an understanding of right and wrong

## **Parents need:**

- To feel confident that school will communicate and refer to other agencies
- To know that their children are safe and are going to be treated fairly
- To be welcomed into school as partners in their children's education
- To be well informed and involved with their child's life in school
- To know they will be expected to take responsibility for the behaviour of their child both inside and outside of school

## **Teachers need:**

- To be able to teach without disruption
- To be supported by a clear and consistent implementation of the behaviour policy
- To work in partnership with parents
- To be supported by school staff, governors and other agencies
- To be valued, consulted and informed

## **Expectations and desirable behaviours**

### Rules

- We are kind and helpful to everyone
- We always try to do our best
- We are careful around school
- We always try to say something nice to each other
- We follow instruction first time
- We do not do anything that will hurt or harm anyone else

### Rights

- The right to be happy
- The right to learn
- The right to be safe
- The right to be valued

### Responsibilities

- To arrive at school on time
- To dress appropriately in school uniform
- To come prepared for the day
- To follow our rules

## **Implementation**

The school will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following:

- PSHE curriculum
- Programme of study on Citizenship
- Celebrating achievement, recognising social progress
- Circle work
- Support and training for parents
- Community links
- High quality teaching and learning experiences
- Teachers congratulate children and recognise achievement

## **Rewards**

### Principles

- A consistent whole-school approach to reinforce and maintain high standards of behaviour
- Opportunities to reward celebrate and reinforce appropriate behaviour
- A differentiated approach to the specific needs of individuals set within the school framework
- Emphasis on rewarding positive behaviour of all children

## Strategies

- Non-verbal (thumbs up, smiles, etc)
- Verbal praise (use of name, specific praise)
- Tangible rewards
- Class/per rewards
- House/team points
- Certificates
- Celebration assemblies
- Contact with parents

## **Behaviours to be discouraged**

- Bullying; physical and verbal
- Violence of any kind (hitting, kicking, shoving, biting, spitting)
- Racial or verbal abuse (isolating, name calling, winding up, teasing, threatening, cheekiness)
- Absconding, running out of school
- Truancy
- Repeated non-compliance with school rules
- Destruction of property/equipment
- Stealing
- Telling lies, blaming others
- Persistent disruption of lessons
- Refusal/non-compliance
- Poor punctuality
- Defiance

## **Strategies**

- Non-verbal reprimand
- Low-key verbal reminders
- Planned ignoring as part of a planned strategy
- Graded warning system
- Move child away from activity
- Child seated alone for set time
- Withdrawal from lessons for set times
- Senior members of staff involving parents/staff on hierarchical basis
- Individual behaviour programme/PSP
- Removal of privileges
- Sanction
- Fixed term exclusion
- Permanent exclusion

## **Appendix A**

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

Eg:

- 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.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- 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.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. 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.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. 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.

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.

## **Appendix B – Reasonable Force**

This section of the school behaviour policy should be read in conjunction with the following guidance:

- DFE Use of Reasonable Force. A summary for Headteachers, staff and governing bodies (Appendix 1)

In Shiney Row Primary School reasonable force can be used 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 or a 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.

Force cannot and will not be used as a punishment. It is always unlawful to use force as a punishment.

Should staff need to use reasonable force the guidance on appropriate restraint techniques in the DFE guidance (Appendix A) will be followed as all times.

All staff will be appropriately trained and will strictly adhere to the school's positive handling policy, informing parents should reasonable force be 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 is a serious incident, 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?

Refer to Section 8 DFE Guidance (Appendix 1)

Other physical contact with pupils.

All staff should follow safeguarding guidances in the Safer Working Practices document and refer also to Section 9 of the DFE Guidance (Appendix 1).

### **In addition to the general power to use reasonable force**

Headteachers and authorised staff can use such force as is reasonable to conduct a search and to confiscate, retain or dispose of a pupil's property. (Refer to DFE Guidance Appendix 1 and Appendix 2). See also the associated link for the power to search without consent for weapons, knives, alcohol, drugs or stolen items.)

In Shiney Row Primary School senior leaders are the authorised staff who can conduct a search. Should any weapons or knives be found they must always be handed over to the Police. Senior leaders will decide if and when to return other confiscated items.

### **Pupils Conduct outside the school gates**

In response to non-criminal bad behaviour or bullying which occurs off the school premises and is witnessed by a member of staff, the pupil will be disciplined if the following conditions apply:-

Any misbehaviour when the child is:

- Taking part in any school organised or school related activity or

- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school
- Or misbehaviour at any time, whether or not the conditions above apply that:
- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

### **The Role of the Class Teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

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The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class 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 Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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 Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher 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 Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **The Role of Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. 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.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **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 Headteacher in carrying out these guidelines.

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

### **Fixed Term and Permanent Exclusions**

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently,. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher 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 Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. 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 pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Permanent Exclusion**

Permanent exclusion is an extremely serious step and an acknowledgement that the school can no longer cope with the pupil.

This can arise from an accumulation of fixed term exclusions or as a result of a very serious one-off incident.

Serious one-off incidents may include:

- Serious actual or threatened violence
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Exclusions will not be used for:

- Minor incidents (failing to complete homework, forgetting PE kit)
- Poor academic performance
- Non-attendance and lateness
- Pregnancy

The policy recognises that there may have to be significant adaptations for children with SEN or disabilities.

This policy operates in conjunction with policies for:

- Equal opportunities
- Anti-bullying
- Child protection/safeguarding
- Drugs education
- Use of reasonable force
- Attendance
- Equality and diversity
- SEN
- Complaints
- Home school agreement

### **Monitoring and Review**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body received recommendations on how the policy might be improved.