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# **BEHAVIOUR & DISCIPLINE POLICY**

*(Inclusive of the Use of Reasonable Force)*

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## **Behaviour and Discipline Policy** (Inclusive of the Use of Reasonable Force)

### **Rationale**

It is a primary aim of Albany Village Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour management policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our behaviour management policy is not primarily concerned with rule enforcement but is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn in a safe environment. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply this behaviour management policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote positive behaviour, rather than merely deter inappropriate behaviour. Therefore we promote the ethos;

### **Pupils + Good Choices = Impeccable Behaviour**

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. Refer to our Anti-Bullying, including Cyber Safety Policy and our Peer on Peer Abuse Policy for further information.

The school does not tolerate racism of any kind. If we discover that an act of racism has Taken place, we act immediately to stop any further occurrences of such behaviour. Refer to the Equality Act 2010 for further information.

### **Rewards and Sanctions**

We encourage positive behaviour in a variety of ways:

- Teachers praise and promote positive behaviour in the classroom and around school.
- We use 'Golden Time' to reward all children for positive behaviour each week.
- We give stickers and small rewards in the classroom to recognise achievement and positive behaviour.
- We recognise positive behaviour at lunchtime by selecting good role models weekly, who receive a certificate in assembly time.

- We use circle time to reinforce positive behaviour and relationships, whilst celebrating our achievements and successes.
- We select one/two children from each class to receive an achievement certificate on a weekly basis.
- The school acknowledges all the efforts and achievements of children, both in and out of school. During assembly time children are encouraged to share their successes and certificates, trophies and medals.
- We encourage children to take on responsibilities around the school and support other children in different ways; ensuring children can always see good role models.
- **In the classroom, we use a 'Starboard' to promote and reward positive behaviour. During the week, children are nominated by staff or their peers, which results in their star being added to the board. At the end of the week, children will be randomly selected to receive a small reward.**

We employ a number of consequences to support positive behaviour and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.

- If a child displays inappropriate behaviour in the classroom, the teacher employs positive behaviour management strategies to encourage the child to manage their own behaviour. If the behaviour is persistent then the child can lose an appropriate amount of time from their 'Golden Time'.
- Persistent inappropriate behaviour in the classroom or around school can be referred to the Deputy Head Teacher or Senior TLR. **At this time, a child may become subject to a Personal Behaviour Plan or have specific intervention from other agencies, including: The Behaviour Intervention Team.**
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher should stop the activity and remove either the child or the rest of the class to diffuse the situation. Support from a senior member of staff may be sought at this time to further manage the situation.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is referred to the Senior TLR or Deputy Head Teacher. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Children may be put on a Positive Behaviour Booklet to monitor their behaviour over a period of time. Targets will be set for the child in conjunction with the class teacher and parents.

## **Role and Responsibilities**

### **Pupils**

It is the responsibility of the pupil to **make good choices** at all times in respect to all adults and other pupils in the school. This will ensure the behaviour in our school is impeccable and positive relationships of trust and respect can be maintained at a high standard.

**Pupils + Good Choices = Impeccable Behaviour**

Pupils should follow 5 simple rules:

- Make good choices**  
Follow instructions
- Keep our hands and feet to ourselves**  
Respect ourselves and others
- Be kind and supportive to each other**

## **Staff**

It is the role of all staff in our school to have high expectations of all children's behaviour, relationships and choices. A key element of our behaviour management is to **praise and reward good choices**, therefore reinforcing impeccable behaviour throughout the school. We should strive to be consistent and 'catch' children making good choices.

The specific responsibilities of class teacher are to:

- praise children and groups of children to reinforce good choices, making reference to why they have made good choices.
- use 'Golden Time' in the classroom to reward those children who have made consistently good choices throughout the week.
- display in the classroom the school rules and consequences both positive and negative.
- be consistent in their approach to behaviour with all children, treating all children fairly and with respect and understanding.
- be a positive role model by demonstrating positive relationships with everyone in the school.
- apply these principles, roles and responsibilities with their own class and within all areas of the school.
- keep a record of incidents (appendix 2) of children's behaviour when necessary, including positive behaviour booklets, incident reports, monitoring sheets, Individual Behaviour Plans
- seek support from the Leadership team if necessary to help with behaviour management issues.
- report to parents and carers about the progress of each child in their class and raise concerns about the behaviour in the first instance and if the behaviour continues, raise the concerns with the Senior TLR or Deputy Head Teacher.
- ensure the behaviour policy is used in and around school or elsewhere when pupils are in the charge of teachers, including school visits.

## **Support Staff**

The specific responsibility of support staff; including office staff, lunchtime supervisors and any other adults working in the school is to support the head teacher and teachers in meeting the above targets. As with teachers the key element is to **praise and reward good choices**, therefore reinforcing impeccable behaviour throughout the school.

## **Head Teacher**

In addition to the above 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
- ensure the health, safety and welfare of all children in the school.
- support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- keep records of all reported serious incidents of misbehaviour.
- issue a fixed-term exclusion to individual children for serious acts of inappropriate behaviour. 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.

## **Parents and Carers**

The school will work collaboratively with parents so children receive a consistent message about how to behave. We aim to build supportive dialogues between home and school and will inform parents/carers immediately, or as soon as possible, if we have concerns about their child's welfare or behaviour.

We expect parents/carers to:

- sign a Home School Agreement (appendix 3) that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.
- know the school rules and reinforce and support these rules with their child.
- play a key role in supporting positive behaviour at school and at home.
- support their child's learning and encourage them to try their best at school.
- cooperate with the school and through discussion support the schools' decisions when applying consequences to deal with specific incidents/issues.

If parents and carers 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 or deputy head teacher, and if still unresolved, the chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **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.

The Governing Body has a duty to make arrangements to ensure that their functions are carried out with a view to safeguarding and the welfare of children within the school setting and with regard to; Keeping Children Safe in Education 2016, Working together to Safeguard Children 2015 (by virtue of section 175(2) of the Education Act 2002/2011) and Behaviour and Discipline in Schools: Guidance for headteachers and staff (Jan 2016).

## **Government**

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn. For further advice see; Ensuring Good Behaviour in Schools – A summary for head teachers, governing bodies, teacher, parents and pupils; Appendix 4

## **Use of Reasonable Force**

All school 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.

We will not give or threaten corporal punishment in our school. Staff members will not be seen to have used corporal punishment where physical intervention was taken for the purpose of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

Within the school we have members of staff who are trained in the 'Team Teach' approach which aims to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.

All incidents of positive handling intervention will be recorded and parents/carers will be informed on the same day, or as soon as reasonably possible. For further information see our Positive Handling Policy

Staff trained in the Team Teach approach are:

Mr R Dutton  
Mrs G Butler  
Miss G Cook  
Miss E Jobling  
Miss K MacDonald

All members of staff are aware of the regulations in the legislative links which the above guidance relates to:

Use of Reasonable Force; Advice for head teachers, staff and governing bodies July 2013  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Education and Inspections Act 2006  
<https://www.legislation.gov.uk/ukpga/2006/40/contents>

Keeping Children Safe in Education Sept 2016  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

SEND – Code of Practice  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## **Searching Pupils**

School staff can search pupils with their consent for any item. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are:

- 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
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If any of the following items are confiscated from a pupil in the school the parents/carers will be informed immediately and then depending on the item the head teacher, or designated person, will decide what action is to be taken. Guidance can be found in the Screening, searching and confiscation document: Appendix 6

## **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 standard national list of reasons for exclusion, and the standard guidance: Behaviour and Attendance: Exclusion from Maintained School, Academies and Pupil Referral Units (June 2012, updated February 2015). We recognise the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Head Teacher (or the 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 or carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents or carers 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.

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 under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the Governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

### **Allegations of Abuse against Staff**

We will take allegations of abuse seriously. We will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

If the allegation is found to be unfounded or malicious, the Designated Officer (DO) should Refer the matter to Social Care to determine if the child is in need of any services. If an allegation is shown to be deliberately invented or malicious, the head teacher will consider whether:-

- any disciplinary action should be taken against the pupil
- the police should be asked to consider any action against the pupil

For further information see Keeping Children Safe in Education 2015.

### **Managing Pupil Transition**

We will make every effort to support children at different points of transition. This could be Between classes, around the school, between Key Stage or between school. To support transition we have specific strategies in place.

During the school day and at the start and end of the day children will be expected to make good choices in line with the schools behaviour policy. If there are specific incidents occurring, the class teacher and /or the Leadership Team will monitor and put specific actions in place to support children and staff.

From class to class, Key Stage within the school:-

- Children will have a 'meet their new teacher' session.
- Teachers meet together to discuss progress, attainment and other issues, including behaviour.
- All information is passed to the new teacher.

## Primary to Secondary

- Children access with support from our school all available transition facilities, e.g. taster days, summer schools etc.
- Year 6 teachers meet with Secondary teachers to discussion and pass data relating to the child
- The Inclusion Manager meets with appropriate Secondary staff and determines specific provision and transition arrangements for individual or groups of children
- Transition documents are sent to appropriate provision (Appendix 8)
- Transition materials and work samples, if requested, are sent to appropriate provision

## **Managing Incidents outside the School Gates**

As a school we feel it is important to challenge non-criminal bad behaviour and bullying in around the school premises, witnessed either by a member of staff or reported to us by a member of the public.

If the incident is seen by the member of staff, the member of staff (if safe to do so) will challenge the behaviour and report the incident to a senior member of staff. The incident will be recorded and parents/carers contacted. The sanction will be discussed and implemented while being proportionate and reasonable and in line with other sanctions within the main body of our behaviour policy.

If an incident is reported by a member of the public, we will investigate the incident and take appropriate action as outlined above.

## **Equal Opportunities**

The Equality Act 2010 ensures all schools have a legal duty to promote equality of opportunities for people with disabilities and those with Special Educational Needs. The Equality Act means we have a duty to take account of the needs of all pupils, by making sure that our policies, practices and procedures promote equality of opportunity for disabled and SEN children and that reasonable adjustments are made to ensure disabled and SEN children are not put at a disadvantage. Refer to the Equality Act 2010 for further information.

We have a strong belief in inclusion and feel that it is the responsibility of the whole school community to implement and promote an inclusive ethos within the school. Refer to the Inclusion Policy for further information.

Our Behaviour and Discipline Policy has been written to ensure that inclusion is promoted. The needs of disabled and SEN pupils have been considered to ensure that we promote equality of opportunity for everyone.

To ensure there is equality of opportunity this policy can be made available in large print or audio by contacting the Head Teacher.

## **Monitoring and Review**

The Head Teacher 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 concerning incidents of inappropriate behaviour. The class teacher records minor classroom incidents. The Leadership Team records those incidents in which a child's behaviour has been referred to them. 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.

The Head Teacher keeps a record of any child 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 will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

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 receives recommendations on how the policy might be improved.