



Asterdale Primary School

Behaviour and Discipline Policy

Review: Mar 2019

What Do We Believe at Asterdale?

We believe that every member of the school community has the right to feel valued and respected in a welcoming and caring environment. Children's well-being is at the centre of life in school and the key to success, both academically, physically, emotionally and socially. We have high expectations for every pupil and are committed to providing a safe and secure learning environment in our school for everyone.

The quality of relationships and partnership working is important: between teachers; between teachers and pupils; between teachers and teaching assistants; between TAs and pupils; between the school and parents as well as with the wider community. These relationships should be characterised by mutual respect, by the valuing of pupils, by a willingness to listen and understand and by a positive attitude. Through good modelling of adult behaviour there is constant encouragement to develop self-discipline, higher self-esteem, and an autonomous adherence to high standards.

All the school's activities effect a continuing development of a positive climate. The curriculum should be well planned, encouraging the high quality of teaching. Purposes must be clear to all involved where pupils are not only intellectually challenged but also have opportunities for taking initiatives and for accepting responsibility for their progress. Such learning should ideally be supported by a range of activities outside the classroom which also contribute to personal and social development.

We aim to develop positive, confident and reflective children who:

- Take part in decision making within the classroom and school so they have value and purpose;
- Understand the school rules and those of society so our pupils can make choices and decisions for themselves with the understanding of what is right and wrong;
- Are able to think creatively and independently to aspire for the future;
- Are proud to be part of British society;

Aims of the policy

- To create a welcoming and safe learning environment in which everyone can be successful
- To develop a consistent approach across the school which all pupils know and understand
- To create an atmosphere where social, moral, spiritual and cultural values are learnt and developed
- For pupils to take ownership for their learning and have a sense of pride in their work and achievements

This policy has been written using advice from the Department for Education advice for headteachers and school staff on Behaviour and discipline in schools – Jan 2016.

Organisation of the Behaviour and Discipline Policy

This includes the following:

- Day to day expectations for behaviour
- Rewards and sanctions
- Support for children presenting challenging behaviour
- Anti-bullying
- Searching and confiscation
- The use of reasonable force

Expectations of staff

We expect all staff to recognise:

- Good behaviour is an essential condition for effective teaching and learning to take place
- Effective teaching, learning and assessment supports good behaviour

- High self-esteem promotes good behaviour, effective learning and positive relationships
- Independence and self-discipline are promoted to that each pupil learns to accept responsibility for their own behaviour
- There must be a clear, consistent and positive approach to behaviour throughout the school, on a daily basis, including positive feedback when children are behaving well
- Respect for their own and each other's belongings and taking pride in our environment should be promoted at all times
- Every pupil should feel valued, regardless of disability, nationality, ethnicity, culture, gender, sexuality or age

British Values

At Asterdale, we incorporate British Values through planned curriculum time and as part of links with the spiritual, moral, social and cultural elements of learning

The five key values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Code of Conduct for Pupils

Rules are essential. The one rule for all of us in school is:

Everyone will always act with courtesy and consideration to others.

Our classroom rules:

These are set at the beginning of the school year with each class. Pupils are expected to follow them, so that everyone in the class has a positive learning experience.

Our playground rules:

- Ask an adult if you need to go inside
- Speak to an adult if there's a problem
- Stay in visible playground zones where an adult can see you
- Line up sensibly and quietly; when the bell is rung, or the whistle blown

In partnership with parents/carers:

- Parents/carers have a vital role in promoting and supporting good behaviour, so effective home/school liaison is important
- It is important that staff work alongside parents/carers to manage appropriate behaviour and attitudes to learning as documented in the Home/School Agreement (Appdx A)
- We ask parents/carers to sign the Home/School Agreement to demonstrate their support
- We expect parents/carers to support the actions of the school when consequences are given. This ensures a consistent and fair message for all.

Expectations of pupils:

We expect all pupils in our school to:

- Follow the school and class codes of conduct
- Have high expectations of behaviour
- Be involved in their own learning
- Learn to understand that they are responsible for their own actions
- Develop an increasingly sound understanding of right and wrong
- Co-operate and work together
- Learn to sort out disagreements and frustration sensibly and constructively
- Be reliable, trustworthy and responsible

- Behave in a safe manner
- Respect the school environment and belongings
- Take care of their belongings and those of other children
- Show respect and courtesy to staff, pupils and visitors

Promoting good behaviour

We encourage patterns of good behaviour by:

- Communicating clearly behaviour expectations
- Praising children when we see good behaviour (non-verbal signs, positive comments, sticker rewards etc)
- Focusing on the positive behaviour
- Giving pupils responsibility (monitors, School Council, tuck shop monitors, librarians, line leaders (EYFS), star of the week, mini-leaders, playground buddies
- Matching expectations and activities to individual children's age, needs and development
- Recognising achievements with certificates in weekly 'Rewards' assembly
- Regularly informing parents/carers of good behaviour or achievement
- Encouraging pupils to think about others

Rewards and Sanctions

We place emphasis on rewards to reinforce good behaviour, to provide motivation and to show that good behaviour is valued. What is rewarded?

Behaviour: sharing, co-operation, responsibility, helpfulness, politeness, involvement, positive recognition, expression of concern, enquiring, noticing.

Work: suggestions, effort, perseverance, oral contribution, being organised, listening.

Achievements: at school, outside of school, consistent effort.

Rewards at Asterdale include:

- Team points awarded with weekly team point competition.
- Stickers & sticker charts
- Star of the week, golden box (EYFS)
- Reading challenge
- Table points, afternoon 'star' – by class choice
- Extra playtime
- Headteacher Award certificates
- General achievement certificates e.g. swimming attendance, sports, special events
- Assemblies to celebrate achievement
- Rewards from Midday Team for good behaviour during the lunchbreak, including 'Fine Dining Friday' Award
- Sharing good news with parents/carers & other staff
- Earning 'Asters' each week – an internal 'currency' system if pupils remain card free for the week. The Asters can then be spent in the school shop, held weekly or saved to accumulate to a larger value

Unacceptable Behaviour

Our behaviour expectations demonstrate that we will not accept:

- Refusal of requests by adults
- Dishonesty, including stealing
- Bullying of any kind, including name calling, hurting others, cyberbullying, threats and intimidation (see Anti-Bullying policy)

- Racism, homophobia, or sexism, including name calling and any type of harassment
- Verbal or physical aggression
- Abusive language to anyone
- Damage to property

Sanctions – these are examples and not definitive

Verbal/non-verbal warning

- Non-engagement in work
- Not listening

Yellow cards (notional) will be issued for minor offences (initial warnings may have been given)

- Running in the corridor
- Playing out of bounds
- Disrupting another pupil trying to work
- Talking in class/assembly/calling out
- Pushing into a queue
- Being untidy in classroom or shared spaces
- Non-completion of homework, including reading at home
- Forgetting equipment or kit

Green cards for more serious offences

- Play fighting
- Taking/hiding pencils/rulers etc.
- Cheating
- Disrupting a class
- Disrupting games
- Swearing
- Lying
- Rudeness

Red Cards for the most serious offences

- Violence
- Bullying
- Extreme abusive language
- Racism
- Theft
- Bringing alcohol or drugs into school (see drug abuse policy)

Behaviour books in classrooms will log 'cards' issued. These will be analysed at fixed points in the year, looking for improvements in behaviour and identification of 'hot spots' or patterns. More serious incidents will be recorded on the 'behaviour incident/concerns' form, held in HT office. This may involve discussion with parents/carers.

Consequences

1. Loss of breaktime - in designated classroom.
2. Loss of reward time, and time in the 'sanction suite' if four yellow cards have been issued to a pupil. Reward time ('treats'), takes place on a Friday afternoon for 30 minutes and may consist of activities led by members of staff e.g. disco, bingo, craft, games, computers, DVD etc.
3. Exclusion from class for a period of time.
4. Verbal discussion with parents.

5. Pupil requested to spend a short period of time working within another supervised learning space eg intervention room, alternative classroom.
6. Referral to Senior Leadership Team.
7. Letters home to parents – either by teaching staff to tackle potential problems or from Headteacher or Assistant Headteacher following the issue of a Red Card and following 3 periods in the sanction suite in a half term period. Attendance within the sanction suite will be recorded and monitored, with corresponding action as required.
8. Daily report book following agreement with parents.
9. Daily/weekly behaviour chart.
10. Removal from extra-curricular & enrichment activities eg trips, clubs (if risk assessment deems as such)
11. Exclusions – legal process. May be fixed term (e.g. 3 days), lunchtimes or in extreme cases permanent. Precise, long term documentation is required.

Cards

- Yellow cards may be issued by any member of staff for minor offences.
- Green cards may be issued by teaching staff and TAs. Midday supervisors must call senior Midday Supervisor, Headteacher or Assistant Headteachers for an offence requiring a green card. (Note: Two yellows must not be issued in lieu of a green)
- Red cards may be issued by the Head or AHTs. These are for very serious offences. Letters may be sent to parents/carers and a follow up meeting effected.

The accumulation of 4 yellow cards, 2 green or one red card in a one-week period will result in the loss of 'treats' on a Friday and to spend time in the sanction suite, supervised by a member of staff, likely to be a member of SLT.

EYFS

Sanctions will involve a simple set of procedures:

- Verbal warning
- Removal child from the activity/situation for a period of 'reflection' on the thinking chair
- Return child to the activity if the behaviour is changed (incident closed)
- If unacceptable behaviour persists, the child will stay with an adult for additional support – positive play/distraction
- Teacher or SLT to contact parents/carers if necessary
- Referral to SLT if required
- Behaviour plan if required

Lunchtimes and Playtimes

The school's Behaviour and Discipline policy is based on positive behaviour management and it is important that our pupils see the management of rules, rewards and sanctions to be fair and consistent. Midday supervisors and Teaching Assistants play an important part in managing pupil behaviour and children should be rewarded for behaving appropriately. In extreme cases,

Support and monitoring

We work with a range of strategies for promoting good behaviour for all pupils. We discourage inappropriate patterns of behaviour by:

- Focusing on the positive behaviour taking place
- Non-verbal signs
- Verbal warnings reminding the children of the aims and expectations providing an alternative to unacceptable behaviour
- Discussion with the pupil about why the behaviour is unacceptable and explaining the consequences of further poor behaviour, giving choices
- Agreed targets and rewards charts developed with class teachers, SLT and/or Learning Mentor

One to one, group or playtime support with staff

If further support is required, a behaviour plan will be drawn up to support the pupil to improve their behaviour. The child's parent/carer may be asked to contribute to the plan. The plan will be reviewed at agreed times. Additional interventions will be considered including:

- Extra adult support
- Completing an Early Help Assessment with parents/carers
- Advice from the Behaviour Support Team or other external agencies (eg Educational Psychologist)

Formal meetings with parents/carers and other agencies when appropriate, may be arranged by the HT, SLT, Senco or Learning Mentor to consider the best ways forward.

- Consideration of a request for a statutory assessment based on social and emotional support
- Modified timetable with the support from outside agencies
- Managed move

Exclusion

A fixed term or permanent exclusion is the last resort after a range of measures have been tried. A decision to exclude a pupil for a fixed period may be taken in response to a breach of the school Behaviour Policy, including persistent disruptive behaviour. If this occurs, a parent/carer may be asked to remove their child for a specific short-term period whilst intervention strategies are put in place to help the child improve. Exclusions can only be imposed by the Headteacher or Assistant Headteachers.

Where exclusion is used, the school conforms to the Local Authority and DfE guidance. If a child is excluded for a period of less than 5 days, then the school will provide work – it is the parent/carer's responsibility to ensure the pupil completes the work and returns it to school for marking (NB parents/carers can be fined if their child is found in a public place during an exclusion). From day 6 of the exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion, the LA will contact parents/carers with details of the day 6 provision.

Anti-Bullying

Definition: There are many definitions, but most have three things in common

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is premeditated
- It is difficult for those being bullied to defend themselves

Types of bullying:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, racist remarks
- Indirect – spreading nasty stories, exclusion

Bullying incidents are logged by the school and monitored by the Head, AHTs and Governors.
Dealing with bullying: Please refer to school's anti-bullying policy.

Searching and confiscation

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

The **Power to search without consent** for prohibited items including the following allows for such items to be confiscated:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and related products
- 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

Weapons and knives and extreme or child pornography must always be handed over to the Police otherwise it is for the Headteacher to decide, if and when to return a confiscated item.

Power to use reasonable force

Power to use reasonable force. This policy is written using the Department of Education advice which can be found at appendix 3 of this policy.

What is reasonable force?

1. 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.
2. Force is usually used either to control, physically intervene 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 student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. 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.
5. 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.
6. 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 Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students 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 to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances and proportionate to the circumstances of the incident.

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 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.

Schools cannot:

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

Telling parents when force has been used on their child

- The school will inform parents about serious incidents involving the use of force or restraint.
- All incidents of force or restraint will be logged in the restraint/force log held in the school office and a note will be placed on the child's Pupil Record Folder.

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.

All injuries/marks/bruises/cuts etc. must be logged in the restraint/force log and signed by all adults present.

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 going to assembly or when walking together around the school;

- 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.

Staff training and development

Training to support students' behaviour will be conducted with all staff at regular intervals.

Links

Link to Use of Reasonable Force – advice for school leaders, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/useofreasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation – advice for school leaders, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

Link to Exclusions Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

Link to Safeguarding

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuringgoodbehaviour-in-schools/allegations-of-abuse-against-staff>

Link to SEN Code of Practice

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/guidance/a0013160/the-sen-code-of-practice>

Additional information to support the Behaviour Policy is available in the following documents:

1. Behaviour and discipline in schools – a guide for Head Teachers and school staff
2. Dealing with allegations of abuse
3. Use of reasonable force – advice for Head Teacher, staff and Governing Body
4. Guidance on the use of restrictive or physical interventions (SEND)
5. Anti-bullying policy
6. Incident/concern report
7. Restraint/force record