



ALL SAINTS' CEVCP SCHOOL

Pupil Behaviour and Discipline Policy

Inspire Challenge Succeed

To be reviewed every 2 years.

Adopted at Governing Body meeting on November 2014

Signed.....

Date

“Good behaviour is a necessary condition for effective teaching and learning to take place. ...and an outcome of education which society rightly expects.” (*First sentence of “Education Observed, 5.”*)

Part 1 – Aims

This policy is concerned with good order and appropriate behaviour for the whole school. It applies to all pupils and is relevant to all staff that are involved in pupil matters.

The aims are:-

- (a) To develop positive standards of behaviour, to recognise and reward high standards of conduct and consideration for others.
- (b) To set standards of classroom and school expectation.
- (c) To encourage pupils to take responsibility for behaviour, to be aware of the part that their action and choices make to the group as a whole.
- (d) To involve pupils in determining what constitutes good behaviour.
- (e) To develop clear consistent guidelines for dealing with incidents where the behaviour policy is not upheld
- (f) To ensure that the needs of children with emotional and behavioural difficulties are met, and that the effect of such children on others is minimised.
- (g) To ensure that ways of taking individual circumstances into account are developed.
- (h) To share the policy with parents and work in partnership with them on matters of pupil behaviour

The School’s overall aims are relevant to this document and include the following statement on personal development:

Our aims for personal development are:

- To treat each child as an individual;
- To provide a secure and stimulating place to work where children and staff are encouraged to strive for excellence;
- To deliver a broad and balanced curriculum;
- To take into account and build upon the developmental stage every child has reached
- To strive for the highest standards of learning, teaching and achievement for every child in each curriculum area;
- To develop respect for religions and moral values of others;
- To expect good manners, cooperation and high standards of behaviour
- To promote each child’s social and emotional growth, self-awareness and self-esteem;
- To encourage and celebrate the physical, spiritual and creative development of each child.

In developing this policy we have taken account of the aims of Government policy and proposals in relation to behaviour management and inclusion.

Inclusion

Where pupils do have special education needs there are strong educational, social and moral grounds for their education in mainstream schools – *Government White Paper 1997*

Part 2 – Principles

The following principles underpin our behaviour policy:

- We will encourage and highlight good behaviour and ensure that children are praised for behaving well;
- Everybody in the school community should respect each other and show consideration and tolerance;
- Nobody at the school may put at risk the safety of themselves or others;
- Rules and guidelines are clearly displayed and reinforced;
- Incentives and rewards for examples of good behaviour are made clear, as are the consequences of not keeping to agreed rules;
- Staff treat all pupils fairly and apply guidelines consistently taking into account individual needs and circumstances;
- Pupils are under the care and authority of staff. They are expected to do as instructed, to listen and to show respect to those who care for them;
- Setting the school and the class rules that incorporate these expectations is a vital part of our work.

Part 3 – Expectations

Our expectations cover behaviour in classrooms, on the playground and at other times. They are developed through discussion with children in Personal Social Education sessions in:

- Class with the teacher and then displayed as a set of class rules;
- Whole school assembly with the Headteacher/Senior Teacher;
- Base assembly led by teaching staff or Headteacher.

Many of our expectations are expressed positively in the rules displayed on our “Golden Rules” and “Positive Values”.

Part 4 – Promoting Good Behaviour

In order to celebrate achievements and develop children’s self-esteem, promoting good behaviour and a sense of responsibility for personal actions towards self and others we have initiated a policy for behaviour management throughout the school. Behaviour is managed in an agreed format at whole school and classroom level in the following ways:

4.1 Whole School Strategies:

Home School Agreement

On their enrolment parents/guardians and pupils are asked to sign a Home School Agreement outlining the rules and expected behaviour.

Golden Rules

The golden rules underpin our behaviour expectations with the children and are displayed throughout the school (see appendix).

Circle Time

Circle time is used to develop social, emotional and behavioural skills. Discussions are child-centred in a non-threatening atmosphere.

School Council

The School Council is established to provide a line of communication throughout the school and give a greater feeling of ownership. It aims to build self-confidence and self-esteem and provide children with positive role models.

Playground Squad

Playground Squad is established to develop children's awareness of the needs of others. It encourages positive relationships between children and provides positive role models.

4.2 Classroom Approaches

Expectations of Behaviour

Each class, with their teacher's support, have devised their own expectations of behaviour. These work alongside the whole school Golden Rules.

Individual Pupil Incentives and Rewards

Rewards are given in the form of either marbles on a card or merits for achievement, effort and positive behaviour. The marbles or merits can then be traded for certificates. House points are used to promote positive attitudes and behaviours.

Individual Behaviour Targets

Individual children may be given verbal targets in response to specific behaviour modification targets. These are negotiated between the teacher, child and parents when support is needed. They take different formats to suit individual children (e.g. pictures, comments, stickers) and will be used for short periods of time (eg six weeks) with regular reviews.

Individual Support Plans

Some pupils need regular intervention and support with their behaviour. If this is the case the SENCo will support the teaching team in devising an Individual Support Plan. Advice from outside agencies may be sought and built into the plan.

Part 5 – Class Management Strategies

We aim to foster an environment in which emotional resilience and social competence are encouraged alongside quality thinking and learning. The following expectations apply in every class:

- Listening without interruption
- Raising your hand to contribute
- Keeping on task
- Taking care of equipment and facilities
- Treating others with respect, politeness and consideration
- Acting in a safe manner
- Ensuring opportunities are provided for all
- Not distracting others
- Acting in a responsible manner beyond the classroom
- Noise level appropriate to task
- Maintaining a tidy working environment
- Taking responsibility for your own personal possessions
- Keeping your hands and feet to yourself

Promoting Discipline in the Classroom

- Provide a pleasing and functional environment
- Prepare appropriate materials
- Arrive in the class in good time
- Plan for mixed abilities

- Have appropriate seating/grouping arrangements/check particular seating position for children demonstrating difficulties
- Have clear routines
- State positive rules and make known the consequences for rule breaking
- Encourage and praise positive behaviour
- Enable and maximise pupils' personal responsibility
- Develop good working relationships with pupils
- Maintain constant school approach
- Use the support of other professionals and parents to promote discipline
- Contact the SENCo if a particular pupil is causing concern, to observe behaviour in the classroom

Intervention for Handling Low Level Disruption

- Tactical ignoring whilst encouraging on-task behaviour
- Tactical ignoring with simple directions/rule reminders
- Using non-verbal message, eye contact/body language
- Proximity praise
- Employing simple directions and thank you
- Rule restatement "You know the rule about.."
- Distractions or diversions – asking pupil to help you or asking questions
- Defusing conflict – not overreacting to outbursts to expect compliance
- Taking the pupil aside – "What are you doing? What should you be doing?" If the pupil challenges keep referring to the rule or expected behaviour
- Giving simple choices leaving the pupil with responsibility for the consequences
- Relocating the child's work station
- Employing exit procedures when necessary

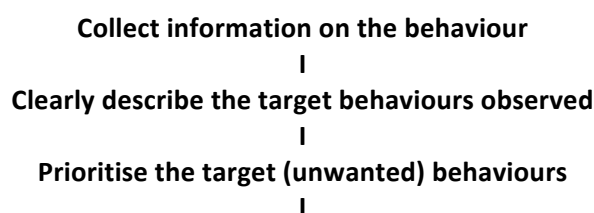
The following system of stepped sanctions is available in the school:

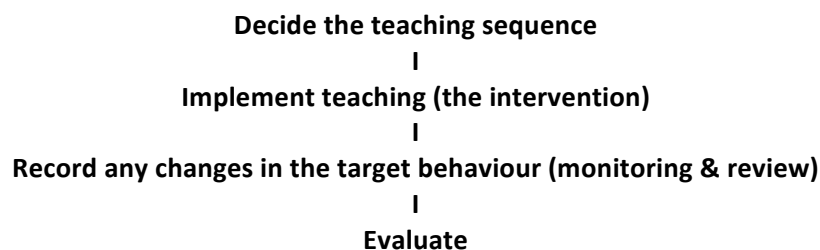
1. Warning and reminding of expected behaviour
2. Remedying behaviour (behaviour management strategies), offering options (choosing to keep the rule or receiving a sanction)
3. Formal warning (verbal or visual – if visual, children need to be made aware of its exact meaning)
4. Final warning
5. Sanctions
 - KS2 – cancelled merits
 - KS1 & 2 – loss of free activity time
 - Miss some of playtime
 - Pre-arranged transfer to another classroom (children to be sent with work to be supervised by a teacher, not a TA)
 - The yellow card to be sent to the office for support from the headteacher or senior teacher
 - Contact parents

If a particular pupil regularly reaches the more serious levels of stepped sanctions a Behaviour Support Plan may need to be drawn up by the teaching team, supported by the Headteacher or SENCo.

Breaking the Rules/Sanctions

If a child chooses to break the class rules and behaves or acts towards others or themselves in an unacceptable way the following model is put into action:





Use **ABC (antecedents, behaviour, consequences), behaviour diaries, SMART* and “toads” (talking out of turn, out of seat, attention problems, description)**. *The **SMART** principle – Specific, Measurable, Achievable, Relevant, Time limited

Writing Clear Targets

State the behaviour to be targeted in clear language that you can “see and/or hear”. – *Suffolk EPS – Positive Behaviour Management*

Reckless or dangerous actions

If a child behaves in a reckless or dangerous manner, eg risking the safety of others or school property, then parents will be contacted as soon as possible without taking the stages of the step-by-step approach described above. Parents will also be contacted as soon as a child exhibits behaviour likely to put them at risk or exclusion.

Early Years behaviour management

Children arrive in school with many different expectations of what constitutes good behaviour. Social behaviour, group behaviour, learning behaviour and school behaviour are in effect new skills to be learned. For these reasons behaviour modification is dealt with in a different manner in the Foundation Stage. Children are given time to adjust to school expectations and the school responds to their needs. Much time is given for observation of children in their new learning situation, in order to meet their needs. Admonishment by the teachers or removal from a situation are the normal sanctions applied at this stage, although the emphasis is on positive role models and praise for positive behaviour in any situation.

Exit Procedures/Seclusion and Exclusion

If it is necessary to exit a child from the class the teacher will send for the Headteacher, Senior Teacher or another member of staff by sending a “yellow card” to the school secretary.

- The pupil should be exited from the room if they are seriously and/or persistently infringing the rights of the teacher and/or the rights of pupils;
- Ideally, the pupil should have been given a clear choice between conformity or exit prior to initiating exit procedures;
- As far as possible, the pupil’s dignity should be preserved
- Immediately following the exit of the pupil, the teacher should re-establish working relationships with the rest of the class

The child will be removed to a place of safety where an adult will supervise them. If necessary, parents will be informed and appropriate action will be taken, possibly involving exclusion. This will be carried out following local authority guidelines.

Part 6: Roles and Responsibilities of adults

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 will support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. Governors are notified of fixed-term exclusions on a termly basis. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. If this is necessary the Headteacher will immediately contact the Chair of Governors.

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 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 home and 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 discipline a child, parents are expected 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 Headteacher. If these discussions cannot resolve the problem then the parent can contact the school governors.

The Role of Governors

The governors support the Headteacher in carrying out these guidelines.

The Headteacher has day-to-day authority to implement the school Pupil Behaviour and Discipline Policy. Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making some decisions about matters of behaviour.

Part 7: Restraint of Pupils

DfEE circular 10/98 outlines Section 550A of the Education Act 1996.

This section allows a teacher, and other persons who are authorised by the Headteacher to have control or charge of pupils to use such force as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property (including the pupil's own property)
- Engaging in behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere

Types of Incident:

There are a wide variety of situations in which reasonable force might be appropriate or necessary to control or restrain a pupil. They fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury, or significant damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline

Reasonable Force:

There is no legal definition of 'reasonable force' – it will depend on the circumstances of the incident. Some examples are listed below – the lists are not exhaustive.

Acceptable level of force:

Physical intervention can take several forms. It might involve staff:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm
- Guiding a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds

Unacceptable levels of force:

Staff should not act in a way that might reasonably be expected to cause injury, for example:

- Holding a pupil around the neck or collar
- Slapping, punching, hitting
- Twisting or forcing limbs against a joint
- Holding a pupil by the hair or ear
- Holding a pupil by the wrist.

Pupils attempting to leave the school premises:

Pupils attempting to leave the school premises without prior permission will not be restrained but will be followed by a member of school staff and parents will be informed immediately by the school office.

Documentation:

If any incident occurs in which measures effecting restraint of a pupil occur, an entry must be included in appropriate register detailing:

- The date and time of the incident
- The exact circumstances
- Measures taken
- Outcomes of such action

These must be recorded as soon after the incident has occurred as is practicable and given to the Headteacher or member of the Senior Leadership Team.

Part 8: Searches and Confiscation

School staff can search pupils with their consent for any item.

What can be searched for?

The law says that the following items can be searched for:

- Knives, weapons, alcohol, drugs and stolen items
- Any article that a member of staff reasonable suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to property
- Any item banned by the school rules including mobile phones, electronic games.

Who can search?

Headteachers and members of staff authorised by the Headteacher can carry out searches if there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

The power to seize and confiscate items

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Members of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.