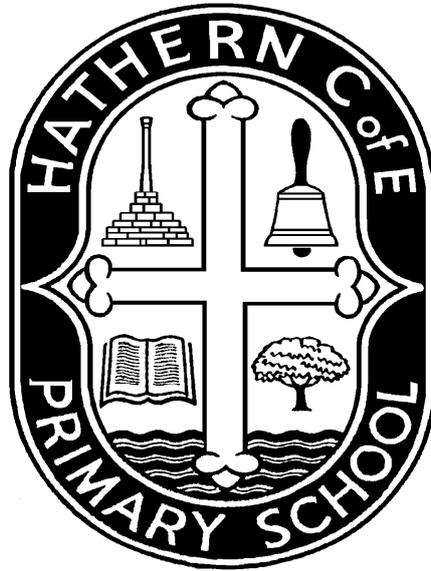


Hathern Church of England
Primary School



**Behaviour and Discipline
Policy**

At Hathern Church of England Primary School, we believe in
‘Learning and Caring Together’

Behaviour and Discipline Policy

Key points

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- The headteacher and governing body must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

This policy works to address the statutory regulations outlined by the DfE.

Good behaviour is a necessary condition for effective teaching and learning to take place. Like any other complex social organisation a school requires generally accepted codes of conduct and rules of procedure by which the school community abides. This allows all the members of the school to work together in harmony and to achieve the aims and aspirations that each will have.

The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year. Additionally it must be published on the school website.

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil 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.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Our aims for Pupil Behaviour at Hathern C.E Primary School

- to develop a caring, responsible community where all individuals treat each other with courtesy and respect
- to make boundaries of acceptable behaviour clear and to ensure safety
- to have a consistent approach to behaviour throughout the school; to help pupils, staff, parents and governors have a sense of direction and feeling of common purpose

- to develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions
- to create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect for all members and where there is proper concern for individuals' property and our shared environment.

At Hathern C.E. Primary we have a Code of Conduct which is referred to as our CARE Code. It forms an important part of our school's approach towards behaviour and discipline reflecting the aims and ethos of Hathern Primary School and so underpinning all that we do.

The code enables all involved with the school to readily keep in mind the school's general expectations:

C	Co-operation
A	Awareness of others
R	Respect for people and property
E	Enjoyment

Children's responsibilities

- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To follow the instructions of the school staff
- To take care of property and the environment in and out of school
- To co-operate with other children and adults

Staff responsibilities

- To treat all children fairly and with respect
- To raise children's self esteem and develop their full potential
- To provide a challenging and interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To be a good role model
- To form a good relationship with parents so that all children can see that the adults in their lives share a common aim
- To recognise that each is an individual and to be aware of his / her (special) needs
- To offer a framework for social education

Parent responsibilities

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations
- To offer a framework for social education
- To sign a Home-School Agreement that outlines the responsibilities of the parent and the school, including those around behaviour and attendance (*x-ref. Home-School Agreement*)
- To ensure that their child(ren) receives a suitable full-time education and attends school punctually and regularly (*if a parent does not ensure this they may be issued with a*

financial penalty or be asked to sign a parenting contract by the Local Authority; in extreme circumstances the LA may prosecute a parent for failing to ensure regular attendance)

Governor responsibilities

- To support the staff in the school
- To support the values of the school
- To fulfil their legal obligations
- To promote the school through links with parents and the wider community

Encouraging good behaviour

- We promote the **CARE Code** of our school
- We make clear our expectations of good behaviour
- We discourage unacceptable and unsociable behaviour
- We promote mutual respect
- We encourage children to take *increasing* responsibility for their own actions
- We acknowledge the good behaviour of individuals and groups
- We provide positive feedback
- We provide descriptive praise
- We reward good behaviour
- We give attention to success not failure
- We clearly and consistently implement our school's Positive Behaviour Management strategy
- We promote Positive Behaviour Management systems at lunch-times
- We report good behaviour to parents

Rules, rewards and consequences

At Hathern C.E. Primary we have a Positive Behaviour Management system that is part of the framework which supports the school community.

It operates within a clear structure of Rules, Rewards and Consequences and makes clear to all involved with the school the acceptable standards and expectations of discipline.

We feel that children and parents have the right to expect teaching that is not continually and persistently interrupted by misbehaviour.

The teachers themselves care too much about their professional responsibility as educators to allow any child to stop them teaching or others from learning and within our school all feel that every child has the right to learn in a safe environment that is conducive to learning.

What is positive behaviour management?

- It is a positive form of behavioural management that focuses on changing behaviour as well as managing it.
- It involves a whole school approach in order to be successful.
- It encourages children to realise their own best interests and how to manage their own behaviour.

- It provides a clear framework in which children learn what is expected of them and how they are expected to behave throughout the school.
- It encourages the staff to set firm and consistent limits and reinforce appropriate behaviour when and wherever it occurs throughout the school.
- It creates a positive school ethos in which both staff and children can realise their needs.

School rules

1. Follow instructions given by staff straight away
2. Keep hands, feet and other objects to yourself
3. Listen carefully when someone else is talking
4. Use only polite, kind and appropriate words

Consequences

The 1st time a rule is broken: A **verbal warning** with a simple, clear explanation
(a **reminder**/chance to alter behaviour)

The 2nd time: **Level 2 on tracker (On the *Rainbow* in F/Y1)**
A written warning is recorded on Tracker
(a pupil is moved if behaviour causing disruption)

The 3rd time: **Level 3 on Tracker (On the *Sad Cloud* in F/Y1)**
Pupil loses morning break/equal amount of lunch break
(consequence carried over to following day if at lunch)

The 4th time: **Level 4 on Tracker** Mr Dunn informed.

The 5th time: **Level 5 on Tracker** Parents contacted.

Changes were made following pupil and staff consultation and the above agreement was reached.

On weekly basis HT to record names, in HT Monitoring Log, of any pupils recorded at Level 3 on Tracker at any time during that week. SD to speak to those pupils.

NB: The above rules and consequences are to be on display in each of the teaching areas for reference and reminder.

Rewards: individuals

- Good work recognised in the whole school 'Well Done Assembly' where two children from each class receive a certificate in recognition of good work, or positive and desirable attitudes, shown during the previous week.
- 'Well Done' comments from the teacher; praise and recognition
- Recognition and praise from other adults and children
- 'Smiley faces' or reward stickers from the teacher
- House points awarded to children
- Increased responsibility
- Recognition in Class Assembly

- Sent to Headteacher to show work or to celebrate good behaviour. Headteacher to reward through praise / comment, merit sticker/certificate and/or inclusion within 'Well Done' book
- Celebration with other staff and / or classes
- 'Merit stickers' and / or certificates to be sent home to parents
- Postcard sent home to parents from Head teacher
- 'Achievement' Certificate as part of Well Done Achievement Assembly.

Rewards: whole class

- Extra privileges, for example, extended break time
- Golden Time
- Whole class Achievement Certificate - class display
- A sticker or mini-certificate for each child
- 'Special visit' from Headteacher to acknowledge good behaviours

Handling misbehaviour

By teaching the school rules and behaviour expectations, and by providing consistent positive recognition to the children, we eliminate the vast majority of potential problems before they begin.

However, being realistic, no matter how clearly we teach our expectations and no matter how positive we are, there will still be children who engage in behaviour that is not in their best interest - behaviour that doesn't enhance their self-esteem, doesn't promote their success in school and behaviour that isn't conducive to others learning. This behaviour we recognise can take two forms: disruptive off-task behaviour and non-disruptive off-task behaviour.

Disruptive off-task behaviour

- Shouting out in class
- Throwing things in class
- Pushing or shoving another child
- Running in the classroom
- Talking back

This behaviour means that one child is interrupting the teaching or preventing other children from learning. The behaviour is easy to recognise because it is so obtrusive.

The children need to learn that negative consequences are a natural outcome of misbehaviour. The key is not the consequences themselves but the inevitability that they will occur most times a rule is broken.

Consequences given consistently and calmly help teach the children to behave responsibly.

At Hathern C.E. Primary School we understand that, in order to successfully manage a classroom, there needs to be a balance between positive support and limit-setting consequences.

There will however be times when, in the professional judgement of the teacher, it would not be in the child's best interest to provide a consequence:

- a child is highly disruptive but the behaviour is entirely out of character. It would be more appropriate to sit and talk to the child and to ascertain what is wrong.
- a child has a serious problem controlling his / her temper and providing a consequence at a particular moment might provoke an outburst of anger that could prove too hard to handle at that time or may disrupt the class. It would be more appropriate to deal with that behaviour after the lesson.
- a child is extremely upset and is crying; providing a consequence when the child is so disturbed would be meaningless. Until the child has calmed down there would be no point in issuing a consequence.

The discipline hierarchy is meant to be a guide and in all situations staff must use their professional judgement to determine which responses are in the best interests of their children.

We realise the importance of paying attention to the 'grey areas'; knowing our children (e.g. pupils with Special Needs or pupils whose families are 'in crisis') and using that knowledge to guide our disciplinary responses.

Our goal is to establish a positive relationship with each and every child.

Implementing consequences: key points

- Be consistent. Consequences must be provided each time a student chooses to disrupt.
- Give consequences in a firm, calm manner.
- Re-focus children who attempt to argue with you.
- After a child receives a consequence take the first opportunity to recognise something positive the child is doing.
- Provide an 'escape mechanism' for students who are upset and want to talk about what has happened.
- 'Move in' when a child is being continually disruptive.
- Stay calm if a child challenges your authority.
- There are going to be times when, in our professional judgement, it would not be in the child's best interest to provide a consequence.

Keeping track of consequences

In order for the discipline hierarchy to be simple to use and easy to integrate into our class and group teaching routines we have a system in place to keep track of misbehaviour and consequences accrued. Staff and parents need to know at a glance who has received consequences and where they are on the hierarchy. Children need to see that their warnings are recorded and this will act as a reminder of where they are at on the discipline hierarchy.

Staff keep a Behaviour Tracking Sheet (Ref: Appendix 1) that is not time consuming and does not interrupt the teaching.

Each week on Friday the Head teacher will collect a summary of those children who have received 3 warnings on any one day that week (See Head teachers Tracker Appendix 2).

When a child receives a warning their name is written on the tracking sheet. If she / he breaks additional rules during that school day a circle is drawn around each consequence on the appropriate box.

Classes from Foundation Stage onwards will use the behaviour tracker

Each day should start afresh - there is no carry over.

Revising the disciplinary hierarchy

If, at any time, it is felt that the child's behaviour is not being redirected sufficiently or effectively by the disciplinary hierarchy then the teacher will need to consider revising the hierarchy of consequences through consultation with the Head teacher. Parents should, at this point, be informed and, if necessary, a Behaviour Contract set up. The contract should last for one week in the first instance; a review of the situation should be scheduled after the first week.

The outcomes of the individual behaviour plan should be documented and kept in the child's individual record file.

Non-disruptive off-task behaviour

- Looking out of the window
- Reading instead of listening
- Doodling instead of working
- Daydreaming

Non-disruptive off-task behaviour means that the child is not disturbing others but is not paying attention or following directions either.

We realise the importance of recognising non-disruptive off-task behaviour for what it is: a lapse of attention. It needs to be corrected calmly with care and understanding. We recognise that controlling non-disruptive off-task behaviour with immediate consequences is not the answer. We deal with this type of behaviour using a variety of techniques which are woven into our styles of teaching:

- 'The Look' - "I am aware of, and disapprove of your behaviour"
- Physical Proximity - redirect a child by walking over and standing close by
- Mention the off-task child's name while teaching
- Proximity Praise - focus on the appropriate behaviour of the children around

Once a child is back on track we take the opportunity to praise the behaviour.

If a teacher finds that he / she is having to redirect a child three times a day then the assumption can be made that the child is not receiving enough structure to help control his / her behaviour. In these situations staff should turn to the school's disciplinary hierarchy and issue a warning. If the off-task behaviour continues staff will use further consequences from the disciplinary hierarchy.

Redirecting non-disruptive off-task behaviour: key points

- differentiate between the two behaviour types
- don't ignore non-disruptive behaviour
- re-direct the behaviour
- re-direct off-task behaviour while continuing to teach
- give the child 'The Look'
- stand by an off-task child as you teach

- mention the off-task child's name while teaching
- use proximity praise
- as soon as a child is back on task find an opportunity praise
- if re-directing is not effective it may be appropriate to provide consequences from the discipline hierarchy.

Breaktime behaviour

After the end of the break time bell all children are expected to line up, without talking, in an orderly way. Staff may give a warning to anyone breaking this rule. This warning should be recorded on the Behaviour Tracking Sheet by the Class Teacher.

Lunchtime behaviour

A similar system operates at lunchtime; lunchtime staff issue a 'red card' if behaviour is considered to be unacceptable as judged against our school rules. In the first instance, a 'warning' would be issued and the chance given for the individual(s) to modify his/her behaviour, but the initial action taken would need to reflect the severity of the occurrence/action.

Each red card issued is to bear the name of the individual pupil and it is the responsibility of the lunchtime supervisors to hand this card to the CT at the beginning of registration, clearly signalling to the pupil the clear lines of communication between the different groups of staff and the 'behaviour consistency' expected throughout the school day.

Extreme disruptive off-task behaviour

This could include:

- violent behaviour towards anyone involved within the school community (*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.*)
- stealing
- racial abuse
- bullying
- rudeness to adults
- serious damage to school or others' property
- possession of items likely to harm, offend or disrupt, including items defined as prohibited items

In these situations the disciplinary hierarchy of consequences could be over-ridden and immediate intervention would be sought from the Head teacher and / or Senior Manager. The incident would be logged in the appropriate log book kept in the Headteacher's Office and parents may be invited to come into school to discuss the concerns and possible courses of action to improve / remedy the situation. The lunch-time supervisors would record such incidents in the Lunch-time Supervision Book kept in the administration office and the Head teacher and / or Senior Manager would be informed. Any communication with parents should be retained for reference and kept in the child's individual file as well as in the Head teacher's central file. A copy of any written communication will be sent to parents who are separated.

Where a pupil's 'off-task' behaviour is either persistent or extreme, the services of outside agencies may be sought, these might include:

- the Educational Psychologist
- the Behaviour Support Team

- special need outreach service

Use of reasonable force

We are not required to have parental consent to use reasonable force on a pupil.

All teachers have a professional ‘duty of care’ within their job description which is underwritten within School Teachers’ Pay and Conditions Document. Together with the legislative framework this enables teachers and other members of staff in the school, authorised by the Head teacher to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
 - Causing personal injury to, or damage to the property of, any person (including the pupil himself);
- or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

Positive Handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

The decision to use Positive Handling as restrictive physical intervention must take account of the circumstances and be based on an assessment of the risks associated with the intervention compared with the risks of not employing a restrictive intervention. The physical intervention must also only employ a reasonable amount of force – that is the minimum force needed to avert injury or damage to property, or to prevent a breakdown in discipline – applied for the shortest period of time.

The staff at Hathern Church of England Primary recognise that the use of reasonable force is only one of the strategies available to secure pupil safety/well-being and also to maintain good order and discipline.

Our policy on the use of reasonable force is part of our overall pastoral care procedures and is closely related to our policies on managing pupil behaviour and with due regard to Safeguarding Children principles.

Our ‘action steps’ would be:

1. Tell the pupil who is misbehaving to stop and state possible consequences of failure to do so;
2. If possible summon another adult;
3. Continue to communicate with the pupil throughout the incident;
4. Make it clear that restraint will be removed as soon as it ceases to be necessary;
5. Appropriate follow-up action should be taken, which may include:
 - i. Providing medical support
 - ii. Providing respite for those involved

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem.

Parents would be informed about any serious incidents involving the use of force and full and appropriate records would be kept.

Force would never be used as a punishment.

Any complaints about the use of force by a member of staff will be thoroughly, speedily and appropriately investigated. Where a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

We do not have a 'no contact policy'.

It is not illegal to touch a pupil; there are occasions where physical contact, other than reasonable force, with a pupil is proper and necessary, e.g.

- holding the hand of a pupil when going into Collective Worship or when walking around the playground
- when comforting a distressed pupil
- when a pupil is congratulated or praised
- to show how to use a musical instrument
- to demonstrate exercises or techniques in PE
- to give first aid

Allegations against school-based staff

Allegations against school-based staff must be taken seriously, and as a school we would ensure that allegations are dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is subject to the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while the allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

An individual will only be suspended if there is no reasonable alternative.

If an allegation is found to have been malicious the school will consider an appropriate sanction which may include temporary or permanent exclusion (as well as referral to the police if a criminal offence has been committed).

Confiscation of inappropriate items

It is unlikely that the school should have to exercise its right to confiscate inappropriate items from pupils, however, there are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
2. **Power to search without consent** for "prohibited items" including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers

The school would have the duty to provide suitable full-time education for the excluded pupil from the 6th day of any fixed period exclusion of more than 5 consecutive school days. Following any fixed period exclusion of more than 5 days parents are expected to attend a reintegration interview with the Head teacher, failure to do so may result in the Local Authority imposing a parenting order.

Pupil transition

All information regarding discipline 'issues' will be transferred within school and between schools at times of transition; the aim is not to 'label' a pupil, but to make all relevant staff aware of structures, procedures and 'triggers' that impact or support pupil behaviour.