



Behaviour and Discipline Policy

COVID-19 UPDATE TO POLICY

At this time, it is particularly important for our pupils to follow instructions carefully to keep everyone safe. We recognise the emotional challenges presented to pupils during this time, therefore this policy acts a guide. It may be adapted to meet the needs of individuals to ensure that safety is paramount. Where a pupil is unable to behave safely, an individual risk assessment may be completed and parents may be consulted in order to establish clear working guidelines to keep both children and staff safe.

Aims

It is a primary aim of our 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 behaviour policy is therefore designed to support the way in which all members of the school work together in a supportive way.

It aims to promote an environment where everyone feels happy, safe and secure; working within the guidance set out in the Department for Education documents: 'Promoting Fundamental British Values as part of SMSC in Schools' and 'Behaviour and Discipline in Schools' (Jan 2016).

The behaviour policy is not a system to enforce rules; it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

The school does not tolerate bullying of any kind. If we discover that an act of bullying, cyber bullying or intimidation has taken place in school, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

We also respond quickly to any incidents of prejudice, discrimination or extremist views and any other act that undermines the fundamental British values that we uphold. In these instances, the school will report any incidents of discrimination against age, disability, gender, racism, religion/belief and sexuality to the Local Authority through a 'Discriminatory Report'. We may feel it necessary to seek advice from the Local Authority - 'Staffordshire Safeguarding Children Board' in circumstances where the behaviour of a pupil/s is putting themselves or others at risk.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The principles of Framework 4 Intervention (F4i), Choice, Decision and Instruction (CDI) and Restorative Practice are integral to the school.

E-safety

The school monitors the children's activity and use of the internet whilst in school. Children agree to the 'Acceptable Use Policy' and are expected to adhere to this policy. In cases whereby children do not abide by the 'Acceptable User Policy', their activity will be logged. Children will be spoken to about any violations and parents will be informed where appropriate.

Golden Rules

Children are encouraged to follow our Golden Rules, so everyone is able to work in a caring, safe and happy environment:

- treat other people in a way that I like to be treated
- make sure that I stay safe inside the classroom and outside
- stay healthy by eating sensibly and keeping fit

- look after my environment
- always try my best in everything I do

Choice, Decision, Instruction (CDI)

Use of Choice, Decision, Instruction (CDI)

CDI cards should be displayed in each classroom. To develop fairness and consistency across the school, children should be made aware that there will be times when they are given choices, times when they will be given decisions to make and times when they will be given a direct instruction. If children are aware from the outset that the school day will work in this way and they must abide by these principles, then they will understand that CDI will promote a positive learning environment for everyone.

Choice

We encourage children to make choices to develop their life skills e.g. choosing their own library books, making their own selections in the dinner hall, who they play with at playtimes. Making choices should be unlimited from the whole range of what is available, children should take their time, deliberate and be able to change their mind.

Decisions

A decision is an option of two, it is not a choice, as the child cannot have an unlimited range from which to decide. Decisions are time limited and can often be an ultimatum, e.g. 'you have five minutes to decide', or 'by the time I... you will need to have made a decision.' Examples are e.g. deciding between ideas for tasks, self-managing their work, managing their own behaviour.

Children will be encouraged to consider their decision carefully, as, once the decision has been made, they must stand by it. They cannot change their mind and must accept the consequences of their decision. The decisions they make will influence their learning/behaviour in the future.

Clear consequences/sanctions are made clear to pupils before they make decisions e.g. loss of privileges.

Instructions

The expectation is that when an instruction is given, it is followed immediately. The child does not question or debate the instruction, but if appropriate once the instruction has been carried out, they may ask for clarification and when the adult is able to they will explain their reasons.

An instruction will not be given in the form of a question, it is reasonable that an instruction is followed with 'please' and responded to with 'thank you' (and not 'well done'). Examples of this are - simple classroom directions, behaviour that the child is required to do (or not do) a reminder of a decision they need to make.

Restorative Approach

We adopt a restorative approach whereby adults are impartial when assisting with conflict and facilitate pupils to resolve their own conflicts through mediation. Children are given the opportunity to speak and be listened to when they have an issue with another child. Each adult in school will adopt the same approach –

- I can see you are... angry, sad, upset etc
- What's happened?
- What are you thinking?
- What were you feeling?
- Who else has been affected?
- What can we do to put things right/move forward?

Through this approach children are encouraged to be reflective and take ownership. They will be part of deciding sanctions when they/others have done wrong. They will work on how to make things right again and how it can be prevented from happening again.

Zone boards

All children's behaviour is monitored throughout the day by using Zone boards in each class. This acts a visual reminder of what is expected; when children are working hard and following school rules, they move up the board and when they reach the top, through continued efforts, they are awarded a praise certificate. If children's behaviour is not in line with expectations, they may move down the board. Children have opportunities to correct their behaviour to move back up, but if continued poor behaviour remains, they may move down to the bottom of the chart. In this case, children would lose privileges such as playtime or golden time. If children persistently move to the bottom of the chart then parents/carers will be informed. Each day the zone board is reset to remind children that each day is a fresh start.

More serious incidents are recorded within the School Behaviour File that is held in each classroom. This may include physically hurting another child.

Rewards

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We praise and reward children for good behaviour in a variety of ways e.g. we:

- congratulate children
- give children stickers
- acknowledge when children demonstrate our 'Skills for Life'
- award children house points
- celebrate individual and group achievements each week in 'Praise Assembly' and Reward Certificates from the Headteacher
- award certificates for individual effort towards positive behaviour
- complete 'class snake' for class contribution towards positive behaviour
- choose work from each year group/class to be displayed for parents and visitors
- award 'golden time'

This list is not exhaustive and the school acknowledges all the efforts and achievements of children.

Sanctions

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 e.g. a verbal reprimand, loss of golden time/playtime, attendance at 'Lunchtime Consequences Group' to undertake tasks (e.g. completing unfinished tasks, writing an apology letter) or loss of privileges. 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.

If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment to discuss the situation, with a view to improving the behaviour of the child.

Persistent Behaviours

In any circumstances where the sanctions/reward within the behaviour policy have not had an impact on the child's behaviour, the following process is followed:

- Parents meet initially with the classteacher, SENCo or pupil mentor to establish if there are any underlying reasons for the behaviour and support for parents may be initiated if necessary e.g. Local Support Team
- Outside agency involvement for pupil e.g. Behaviour Support, Educational Psychologist, CAMHS
- Individual adaptations/additions to support the behaviour policy e.g. individual/group provision led by pupil mentor.

Use of Reasonable Force

We work within the guidance set out in the Department for Education document: 'Use of Reasonable Force' (July 2013)

There are occasions when physical contact, other than reasonable force is necessary, examples include: when comforting a distressed pupil, to give first aid or for demonstration purposes.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In this school, reasonable force is used for two main purposes; to control or restrain. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will depend on the individual circumstances. Parents will be informed of any situation where reasonable force has been used and this will be recorded on our school 'Incident Report' Form.

Confiscation of Inappropriate Items

The school has the right to confiscate, retain or dispose of a pupil's property, so long as it is reasonable in the circumstances. Staff may search without consent for prohibited items including weapons, stolen items or objects banned by the school. Staff may use such force as is reasonable given the circumstances when conducting a search without consent.

Conduct of Pupils Outside the School Gate

The School will impose a sanction, where the school is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the school:

- have repercussions for the orderly running of the school
- pose a threat to another pupil, a member of staff or member of the public
- adversely affect the reputation of the school.

The Role of the Teacher

The classteacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom rules, which are agreed by the children and displayed in 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 classteacher discusses these with the whole class during 'circle time'. It is the responsibility of all staff to ensure that the school rules are enforced, and that their class behaves in a responsible manner during lesson time. The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Teachers and/or the pupil mentor 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 to ensure that the school behaviour policy is implemented consistently throughout the school and report to Governors, when requested, on the effectiveness of the policy and ensure the health, safety and welfare of all children and staff in the school. The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For behaviours that would seriously harm the education and welfare of the child and others in the school, the headteacher may permanently exclude a child.

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. 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. 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 who consider 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 and consider any representation by parents and the Local Authority.

The Role of Parents

We detail the school rules in the school prospectus, and we expect parents to read and support them. We try to build a supportive dialogue between home and the school, and we contact parents if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions when a child does not follow the school rules, parents should support the actions of the school. If parents have any concerns, they should contact the classteacher. If the concern remains, they should meet with a senior member of staff. If these discussions cannot resolve the problem, the headteacher will become involved.

Review

This policy will be reviewed annually.

Emma Lote
Headteacher
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