

St. Andrew's Junior School

Discipline and Behaviour Management Policy

Aims and expectations

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. We are a caring community with expectations rooted in the Christian values of the school and a mutual trust and respect for all. The school 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 where everyone feels happy, safe and secure.

The school has a number of expectations, which are shared with the children and parents/carers. These aim to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in encouraging 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. 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 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.

Overview

A key aim is for children to become self-aware and self-disciplined members of society. These are important attributes if children are to learn to live with others, to enjoy both work and play and to develop into well-balanced people.

An important lesson which children must learn is, that in accordance with British values in our democratic, multi-cultural society, each individual has obligations to the community, as well as rights within it. We aim to create a positive school environment where children and adults understand and abide by the expectations that have been collectively agreed and where everybody in the school community respects the rights that each individual has to feel safe, to be able to learn successfully, and to be happy. For this to happen everyone must understand their responsibilities and make every effort to meet them.

Rationale

A behaviour management strategy is necessary for a variety of reasons, including the following:

1. to ensure the safety and well-being of all pupils, members of staff and the general public;
2. to teach pupils to have self-control and subsequently to take responsibility and be accountable for their actions;
3. to teach pupils that actions and choices have consequences;
4. to encourage pupils to develop and demonstrate positive attitudes;
5. to guide pupils towards appropriate behaviour;
6. to protect the environment and property belonging to pupils and the school;
7. to protect pupils and staff from harm.

Consultation

This policy has been written following discussion with staff, governors, parents (via a questionnaire) and pupils (via the School Council).

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school's expectations are maintained in their class, and that the behaviour policy is implemented appropriately and fairly.

At the beginning of each school year the class teacher negotiates a set of class rules or code of conduct with the children based on the school's expectations. These are displayed in the classroom and are then enforced consistently. In this way, every child knows the standard of behaviour that is agreed and expected. If there are incidents of misbehaviour, the class teacher discusses these as appropriate with reference to the class rules. Other adults working in the class, usually teaching assistants, support the class teacher and the school expectations for behaviour.

Behaviour for Learning

Pupil behaviour and progress in learning are inextricably linked. All staff work hard to create a positive behavioural environment where children feel safe to 'have a go', are not frightened to make a mistake, can discuss ideas with peers and are motivated by interesting, stimulating, and challenging tasks within the day to day curriculum. In such an environment children develop self-motivation and a positive, growth mindset which contribute to purposeful and enthusiastic engagement with their learning, progress and achievement. The more the children are engaged in the learning process, the less likely they are to drift off task which often leads to misbehaviour. Good relationships between staff and pupils are an essential element in maintaining positive behaviour for learning. All Staff look to encourage, praise and reinforce positive behaviour and successful learning, celebrating success with children and identifying their next steps. This includes positive and helpful behaviour in social situations, such as helping a child who may be upset or assisting a member of staff with a task. House points are used by way of reward and teachers and TAs may also have their own rewards such as stickers, star of the day, etc.

Golden Time and Traffic Lights

Golden Time is 30 minutes of activity on a Friday that children can have as a reward for good behaviour during the week; children can earn up to 5 minutes a day if they behave appropriately and demonstrate a good attitude. Staff use a traffic light system in the classroom to encourage children to maintain positive behaviour. Each day all children start on green. A child may be moved to amber if they are not showing an acceptable attitude in class. The child has a chance to return to green by showing that they can correct their behaviour. However, should they persist with their poor behaviour then they will move them to red. In all situations, staff will give a child reminders about appropriate behaviour and a final warning before moving them to amber or red. Once on red, a decision will be made between the pupil and the teacher about how much Golden Time (up to 5 minutes) will be lost for that day. In cases of severe misbehaviour the teacher may move a child straight to red.

For a few children who have more specific behavioural needs, an individual behaviour chart may be necessary rather than the general class traffic light. The aim is similar, in that the child has the opportunity to earn Golden Time which is recorded on the chart (perhaps with smiley faces or stickers) session by session through the day. This represents a more concrete, personal record of daily behaviour.

Maximum Golden time

Children that earn the full amount of Golden Time over the course of a half term will be rewarded with a certificate and Golden House Point in assembly. For children that earn the full amount of Golden Time over the course of a whole term, there is the extra incentive of a Golden Time Certificate with a Headteacher's Award and drinks and biscuits in the staff room with the headteacher. A letter is sent home to parents to recognise this achievement.

Persistent Misbehaviour

If a child misbehaves repeatedly in class, the class teacher and TAs will keep a record of such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher may seek help and support from colleagues (e.g. sending a child to another teacher). If a child's behaviour continues to be a problem, or if a particularly serious incident has occurred, the teacher may seek support from the headteacher, deputy headteacher or SENCo. Such incidents will be recorded in the "Behaviour Log" maintained by the headteacher.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. A member of staff will also contact a parent if there are concerns about the behaviour or welfare of a child.

Where there are on-going concerns about the behaviour of a child, internal support programmes, including a provision map, may be put in place by the SENCo with the class teacher and TAs. In certain circumstances it may be appropriate for the class teacher and SENCo to liaise with external agencies to support and guide the progress of a child. The class teacher or SENCo may discuss the needs of a child with external professionals such as education support workers, behaviour support workers, family support worker or counsellor. These services may well be linked to Local Authority provision.

Lunchtime Arrangements

Lunchtime, by its very nature, is less structured than time in class. It is important for children to have these unstructured times when they organise their own play using the soft play equipment that is available to them. This can, at times, present difficulties for some children and there are disagreements and tempers may get frayed! The same expectations of behaviour are maintained during lunchtimes under the supervision of midday assistants (MDAs). The headteacher liaises every day with the lead MDA and there are termly meetings with the MDA team at which matters of organisation, behaviour and strategies are discussed. This includes how to approach incidents of misbehaviour using appropriate restorative language and responses. The MDAs report any incidents of concern to class teachers. More serious incidents of misbehaviour are reported to the headteacher or deputy headteacher and these are recorded in the behaviour log. MDAs may issue house points as reward for good behaviour or a helpful attitude. They do not take away Golden Time. MDAs also enforce "time out" sanctions where children have become over exuberant in their play. It may be appropriate for games such as football or team it to be occasionally withdrawn for a short period if these are seen to be "getting out of hand". The lead MDA liaises with class teachers and the head or deputy head on these occasions. The headteacher monitors lunchtime arrangements on a daily basis.

The role of the headteacher

It is the responsibility of the headteacher, under the Education and Inspections Act 2006, to implement the school behaviour policy consistently throughout the school taking account of the governing board's statement of behaviour principles and to report to governors regularly on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children and staff/adults in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The headteacher maintains a record of all reported serious incidents of misbehaviour in the "Behaviour Log".

The headteacher may investigate incidents brought to the school's attention that have occurred outside school hours, for example on the village recreation ground adjacent to the school, where children may have behaved inappropriately before and after school.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. School governors are informed when this action occurs.

The role of parents

The school works collaboratively with parents, in the hope that children receive consistent messages about how to behave at home and at school.

We explain the school's expectations in the school prospectus and in the parents' guide to school behaviour. We expect parents to read these and support staff in upholding them.

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 the home and the school, and we inform parents as soon as possible if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concern 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 they are still concerned they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Parents should refer to the school's complaints procedure.

The role of governors

Under Section 88 of the Education and Inspections Act 2006, the governing board has the responsibility of making a written statement of general principles to guide the headteacher in determining measures to promote good behaviour and discipline amongst pupils (Appendix A).

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy but governors must provide clear advice and guidance to the headteacher upon which he can base the school behaviour policy. This also helps to ensure that staff can be confident of the governing board's support if they follow their guidance.

Extreme Behaviour

There are occasions where a child has to be told to stop doing something that is wrong. For example;

- A child is doing something dangerous or something that could lead to danger.
- A child is hurting or has hurt/upset someone.
- A child is rude to anyone.
- A racist incident.

On these occasions the child needs to be aware of what s/he has done wrong, what needs to be done in future, and what will happen if s/he doesn't do the right thing. S/he should also be asked what s/he needs to do to put right what s/he has done wrong. This is very important as it makes the child take responsibility for the behaviour, which may not happen if the teacher simply tells the child off.

Bullying

The school does not tolerate bullying of any kind. If we discover 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. **For more information see the 'Anti-bullying Policy' which also includes online-bullying.**

Permitted Sanctions and Forms of Control

Records are kept of any incidents of particularly challenging behaviour and the application of sanctions if this may lead to forced absence from school. It is usually unacceptable for sanctions to be applied by the use of blanket punishment for certain misdemeanours i.e. where a whole group is punished for the misdemeanour of one. Any sanctions employed should be appropriate and just and employed in a graded manner wherever possible, according to the circumstances prevailing. Sanctions may include:

- A child being asked to move or sit on their own if they are not attentive in lessons or are distracting others. Children may then reflect on expected behaviours at breaktime/lunchtime.
- A child being asked to redo a task, maybe in their own time (including taking it home) if they have not tried their best in an activity.
- A child being isolated from the rest of the class if he/she is disruptive and/or misbehaves repeatedly until s/he is in a position to work sensibly with others.
- A child being removed from the class if a child's behaviour endangers the safety of others or is preventing others learning. The child will be prevented from taking part for the rest of that session. The safety of the children is paramount in all situations.
- If a child threatens, hurts or bullies another pupil, an appropriate sanction is applied. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and may seek an appointment in order to discuss the situation further, with a view to improving the behaviour of the child.

- Suspension of or withdrawal from leisure activities or privileges e.g. non-curricular visits, discos, representing school teams, position of house captain, though not activities related to the curriculum, unless there are health and safety issues involved.
- If exclusion from the school premises is considered appropriate, then the Headteacher informs the parents of the child concerned and makes the Chair of the Governing Board aware of any action taken.

Issues of Safety

There are situations where instant compliance is absolutely necessary, for example, using special equipment, fire drills, in the swimming pool, crossing roads and on school visits. A more direct approach may be required.

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, for up to 45 days in any one school year. 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.

If the headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion.

Possible reasons for exclusion include:

- Persistent disruptive behaviour, including defiance or refusal to conform to school policies
- Verbal abuse of staff or pupils, including racism, sexism, or homophobia.
- Serious, actual or threatened violence or sexual abuse against other pupils or staff

At the same time as parents are informed, the headteacher makes it clear that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing board itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing board has a pupil discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they review the circumstances in which the pupil was excluded, listening to any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing board on the effectiveness of the policy.

The school keeps a variety of records of incidents of misbehaviour. The class teacher may record minor classroom incidents. The headteacher and deputy headteacher record those incidents where a child is sent to him/her on account of bad behaviour. The school also keeps a record of any serious incidents that occur at break or lunchtimes: midday assistants report incidents verbally to the class teacher and/or the headteacher.

The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing board to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Prohibited Sanctions

- Corporal punishment
- Deprivation of food and drink
- The use or withholding of medication, medical or dental treatment
- Intentional deprivation of sleep
- Requiring children to wear distinctive or inappropriate clothing
- Restriction or refusal of curriculum visits
- The use of accommodation to restrict physically the liberty of any child
- Imposition of fines
- Intimate physical searches

Physical Restraint – Use of Force to Control or Restrain Pupils

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE advice published in 2013: *Use of reasonable force – Advice for headteachers, staff and governing bodies*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, or from damaging property. The actions that we take are in line with government guidelines on the restraint of children.

Physical restraint should involve minimum reasonable force and should seek to avoid injury. Staff should not attempt to restrain a child if they are likely to put themselves at risk. Staff should try to avoid confrontational situations whenever possible or defuse them by giving choices and take up time if they do occur.

It should be noted that the law does recognise certain justifications for the use of physical force in both civil and criminal cases e.g. self-defence and the prevention of crime. In addition, it is recognised that there will be the occasional need for a teacher or other member of staff in the course of their duty to use physical force in order to restrain pupils, for instance to break up a fight between pupils.

Physical intervention on such grounds does not constitute corporal punishment if its purpose is to avert an immediate danger of personal injury to, or an immediate danger to the property of, any person including the pupil. The teacher should not hesitate to act in an emergency for fear that

his/her action might be judged to include an element of punishment. However, the element of force involved must not be more than reasonably necessary in the circumstances.

Corporal punishment can be defined as the intentional application of force as punishment. This includes not only the use of the cane but also other forms of physical chastisement such as slapping, punching, pushing, prodding, throwing missiles and any other such forms of rough handling. Section 47 of the Education (No.2) Act 1986 had the effect of abolishing corporal punishment for all pupils in maintained schools and for all pupils in independent schools.

Other information can be found in the Essex County Council 'Guidance on the use of Physical Intervention' (2011), a copy of which is kept in the staffroom with this policy.

Contact between Pupils and Staff

All staff should pay particular heed before putting themselves in situations which might give rise to accusations of assault or abuse. If physical restraint is needed or the possibility of having to deal physically with a child arises, then, whenever possible another member of staff should be called to help or stand by to assist. Following the incident, a full report on the events must be written. Every possible detail should be included. A copy of the report will be placed in the child's records. If necessary, a senior member of staff will then interview the people involved.

In the event of an accusation, allegation or a grievance being made about a member of staff, the Headteacher must be informed immediately, and a detailed report will be required as soon as possible.

Complaints

Any complaints are dealt with in line with the procedures set out in the School's Complaints Policy.

Review

The governing board reviews this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

Governors' Written Statement of Behaviour Principles

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspection Act 2006, and DfE guidance (Behaviour and discipline in schools: Guidance for governing bodies). The purpose of this statement is to provide guidance for the headteacher in drawing up the Behaviour Policy at St Andrew's Junior School, so that it reflects the shared aspirations and beliefs of staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following the school's Behaviour Policy.

This is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the Behaviour Policy at St Andrew's Junior School, though he must take account of these principles when formulating this. The headteacher is also asked to take account of the guidance in the DfE publication Behaviour and discipline in schools: Advice for headteachers and school staff (January 2016).

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Principles

- Every child has a right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- St Andrew's Junior School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- It is expected that all adults – staff, volunteers, governors and parents – will set excellent examples to the children at all times.
- We seek to give every child a sense of personal responsibility for his/her own actions.
- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it must also provide guidance on the use of reasonable force and other physical contact.
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.

- The school's Behaviour Policy will clearly reflect the school's approach to exclusions.
- The school's Behaviour Policy will outline the extent to which staff may discipline children for behaviours that take place beyond the school gate and outside school hours.
- The school's Behaviour Policy will set out the expectations of parental behaviour on site and in close proximity to school.
- The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.
- The school will keep abreast of current issues and initiatives with regard to the Health and Safety at Work Act 1974 and related regulations.