

BREDGAR CHURCH OF ENGLAND PRIMARY SCHOOL



Behaviour and Discipline Policy

The core value for the school is this:- "We believe that we should all show respect for God, for each other and for ourselves"

DATED: September 2019

REVIEW DATE: September 2020

BEHAVIOUR AND DISCIPLINE POLICY

The Governing Body takes pride in the fact that Bredgar School is a happy place for children to develop academically, physically, emotionally, socially and in a way that will enable them to reach their full individual potential.

Ours is a small school and this encourages the fostering of a close relationship and understanding of the individual child and their family. The rigid observation of a code of behaviour directed towards the Christian ethic of concern for the well-being of others, provides an environment of security in which the least confident child is able to thrive. Alongside the Christian teaching embedded throughout the school, the development of personal, social and emotional skills are explored and developed through PSHE lessons. Bredgar CEP School's Curriculum is closely linked to the Christian values of respect, community, endurance, hope, thankfulness and forgiveness. These values are explored explicitly by the children each year but are referred to as and when is necessary in response to activities or when dealing with particular incidents for example. These opportunities will allow issues concerning behaviour to be discussed and encourage children to take responsibility for choices in their own behaviour now and in their future lives.

It is recognised that discipline is essential for the smooth running of the school and for effective teaching and learning to take place. The ultimate aim is to equip each child so that they become confident, self-assured learners with excellent attitudes to learning, allowing positive impact on their progress and with the experience and skills to manage themselves. We also aim to prepare the children so that they can become effective citizens in our school community and beyond, now and in the future.

It is the philosophy of the school that good discipline is best achieved by positive recognition of good behaviour including the use of manners and politeness (See appendix for range of rewards used). Over-reaction towards poor behaviour, particularly if the situation is likely to give rise to confrontation in the classroom, is not considered to contribute to a successful outcome. Children are most likely to behave in an unacceptable way if they are unhappy, worried or seeking attention for some reason. Having due regard to the necessary discretion, there needs to be an awareness of the child's family situation. If problems are arising in the classroom the following points must be considered to ensure that they are not becoming frustrated or unable to cope:-

- a) Consider the classroom organisation and set-up
- b) Check that the work is engaging and appropriately challenging the child
- c) Encourage the child to see the value of the work that is set by valuing it yourself and displaying work with care and thought. In our mixed age range, it is important to celebrate good examples of work from the full range of ability. The criteria for selecting work should recognise good effort as well as a good standard of achievement.

In the case of minor transgressions, a pupil must initially be given time for quiet reflection in a place on their own. They will be asked to think about what has happened and how they could put matters right. This will be followed by an opportunity to talk the problem through, in a sympathetic way, with the teacher responsible for their pastoral care or with the Headteacher. The child's own ideas will be used to agree a plan for making amends to any party offended or injured physically or emotionally.

It is accepted that situations will arise when this approach is not successful and alternative sanctions must be imposed. As the aim is still for a positive change in behaviour, every effort must be

maintained to respect the pupil as an individual and to take an approach that will enhance their self-image. A child should never be demeaned or addressed in a sarcastic tone (See behaviour trail). After sanctions have been imposed and carried through, an adult will discuss with the pupil the impact of their chosen behaviour so that they and others can learn from mistakes.

All staff, teaching and non-teaching have a responsibility to address pupils politely and with respect in order to ensure that a similar pattern of behaviour is fostered in the people for whom they are responsible. All supervising adults must apply a consistent approach to the code of behaviour. Adults should be excellent role models for the children in their care.

SEN and DISABILITY STATEMENT

In the case of pupils who are disabled, under the definition of disability in the DDA and subsequent legislation, the school makes reasonable adjustments to the implementation of the policy in order to meet each pupil's needs. For example, the rate at which sanctions are applied for pupils with Asperger's Syndrome Disorder may be slower, taking into account their individual needs. An increased level of support will be given to proactively encourage desirable behaviour. For pupils with special educational needs, additional strategies will be employed to promote good behaviour, such as visual reinforcement of desired behaviours or the use of social stories. All staff are made aware of those children with behavioural, emotional and social difficulties and trained to use additional strategies to support those children. For some children, personalised behaviour plans are developed.

No child at the school should be made unhappy as a result of another's thoughtless/unkind behaviour. Children are encouraged to use the 'high five hand' strategy in order to develop skills to manage disagreements. The final step is to report to a teacher or adult on duty. Other systems such as the buddy system and use of 'worry boxes' allow children to express their concerns even if they do not feel able to tell an adult directly. Where funding allows, the 'Talk time' team are available once a week for children to self-refer to for social and emotional support.

Examples of sanctions can be seen in the Behaviour trail (see appendix.) Any form of fighting is regarded as a serious offence and the children involved will be sent indoors to be dealt with by the Headteacher or other senior member of staff as soon as it is possible to do so. All issues will be followed up and followed through, even if this has to be on the next day.

Staff may organise school trips throughout the year. Before each trip a risk assessment is made and an assessment of ensuring the health and safety of the children. Where a child has shown poor behaviour choices at school during the weeks leading up to the trip, the class teacher will consider whether it is safe to take their child on the trip. Consideration of the child's ability to follow instructions reliably and their willingness to adapt their behaviour in response to an instruction will be made. In consultation with parents, a decision will be made as to whether the child may attend the trip. In the case where the child does not participate in the trip, alternative arrangements will be made in school which link to the learning planned for the trip.

The CEO has ultimate responsibility for all disciplinary matters and serious offences will be referred to either the CEO or Headteacher in the CEO's absence. Additional sanctions will include the recording of transgressions in the Serious Behaviour Log which is maintained by the Headteacher. The log records the names of pupils involved and a brief description of the location, nature and sanction given. Class teachers keep a record of minor behaviour incidents beyond the trivial. Analysis of this information allows patterns to be identified and addressed.

There is a close liaison with parents and a high level of voluntary parental help in the classrooms. Support is invariably good in matters of discipline and an agreement on home/school sanctions is the most desired outcome, once parents have been involved. The home school agreement is signed and returned at the start of each academic year.

In the case of serious offences, the ultimate sanction of fixed or permanent exclusion may be applied. This would be the last resort and unlikely to occur without exhaustive consultation between staff, parents and any other appropriate agency (eg Educational Welfare Officer, Educational Psychologist, Early Help and Preventative Services) and only after every other possibility had been explored. (see exclusions policy)

This policy will be monitored yearly and trends in poor behaviour will be identified, analysed and steps will be taken to readdress any identified trend.

This policy is linked to the Whistleblowing Policy, Anti-Bullying Policy, Child Protection Policy and all other related safeguarding documents.

Reviewed	Ratified	Next review
<i>September 2019</i>		<i>September 2020</i>

<i>Chair of Governors</i>		<i>CEO/Headteacher</i>	
<i>signed</i>	<i>date</i>	<i>signed</i>	<i>date</i>

Appendix to Behaviour and Discipline Policy

Ten Golden rules

- Always try your best and have high aspirations
- Be polite and well-mannered
- Be respectful
- Be forgiving
- Trust each other
- Be kind in your words and actions
- Look after your well being
- Take responsibility for yourself, your belongings and the environment
- Be helpful
- Celebrate your successes

Rewards

Children should be encouraged to behave appropriately at all times. We endeavour to reward those children who behave with consistent good behaviour as well as those who have made substantial improvement in their behaviour.

There are a range of systems in place to reward good behaviour. These may include:

- Applause
- Being given privileges and responsibilities
- Praise
- Raffle tickets
- Stickers
- Certificates
- House points (whole school reward system)
- Prizes
- Golden time
- Class rewards
- Postcards sent home
- Headteacher Awards
- Celebration of Christian values in action
- Additional playtimes
- Mention on the school's newsletter
- Politeness points

Behaviour trail

<p>Level 1 (most serious) Examples of which include: Bullying including cyberbullying Deliberate damage to property Deliberate and repeated hurtful verbal comments or rudeness Intimidating behaviour Physical violence towards adults and/or children Racist comments and/or behaviour Gender linked derogatory comments and/or behaviour Swearing Theft</p>	<p>The following sanctions may be used: Removal of privileges for a fixed time Being sent to a member of the SMT. Extended time out at lunchtime supervised by a teacher Internal exclusion Immediate face to face contact with parents requested by SMT. Fixed term exclusion. Letter home for swearing. Letter home for repeated rudeness.</p> <p>Repeated occurrences may lead to permanent exclusion.</p>
<p>Level 2 Examples include: Disrupting learning – whistling or noise making in lesson time, purposefully calling out, refusing to follow instructions, poking, prodding, withdrawing equipment from other children. Answering back Ignoring adults Disrespectful body language Bad manners Lying Deliberately winding someone up Leaving a room without asking Name calling Putting others down Shouting out Mistreating equipment</p>	<p>The following sanctions may be used: Removal from class/playground/outing Withdrawal of playtime ‘Time out’ during playtime (child to walk around with an adult for a period of time set by the adult in relation to the seriousness of the incident) Temporary loss of privileges Staff talking to parents. Loss of Golden Time Repeated occurrences will lead to Level 1 sanctions being imposed.</p>
<p>Level 3 Examples include: Being noisy around school Playing in the toilets Running in school Dropping litter Being untidy Not being prepared for lessons eg. not having PE kit Not sharing school property</p>	<p>The following sanctions may be used: Imposing classroom sanctions Going to a partner class Moving places Name on board Verbal reminder</p> <p>Repeated occurrences will lead to Level 2 sanctions being imposed</p>

The school’s response to poor behaviour will consider the child’s specific circumstances which include additional needs, personal circumstances and current level of wellbeing.

SCHOOL RULES – Routines and Expectations:

Playground and school premises:-

1. On arriving at school, all pupils should enter through their allocated entrance and proceed to their classrooms. No pupil should then leave the school premises, unless they are accompanied by an adult.
2. No pupil should enter any part of the school building, including the cloakroom, before the start of the school day (8.45) unless it is raining or they have been asked to come in by a member of staff.
3. Children are expected to attend school wearing the correct uniform, including footwear. Any changes to uniform for a short period of time due to unforeseen must be notified by letter. Children are allowed to change their footwear when playing on the field.
4. The cloakroom areas must be kept tidy at all times. Respect for other people's belongings is paramount.
5. Children are not allowed on the field or play equipment before or after School. The only exception being children supervised who are registered with the Beehive club.
6. A member of staff will open the school gate at 8.45, the children will then make their way straight into their classrooms where they can settle down with activities ready for the day to begin at 9am.
7. At playtimes and lunchtime children must stay in the playground or on the field. They do not enter the school building unless they have requested to do so, for the use of the toilet for example.
8. They should not play on, or near any steps in the playground area (ie back door steps, mobile steps and ramp).
9. Whilst accepting that children's play can be boisterous, contact games, play fighting and overly rough play is to be discouraged.
10. Any incident of anti-social behaviour – kicking, spitting, swearing, punching, will not be tolerated and the behaviour trail will come into practise.
11. Pupils do not go on the field unless given permission.
12. Only two basketballs allowed on the playground at lunchtime. Equipment is allowed on the playground during times when led by equipment play leaders or to support the work of the School Prefects. Football may be played during lunchtimes after permission has been granted by a senior member of staff on the school field. In winter, children who bring a full PE kit (including track suit) may be allowed to play ball games on the school field. Permission to play football may not be granted based on the number of behavioural issues dealt with.
13. In line with our 'Healthy Schools' philosophy, children should not bring sweets to school. At Foundation Stage and Key Stage One, the Government provides fresh fruit and vegetables to

support healthy choices. In Key Stage Two, children may bring fruit, vegetables, cheese, yoghurt or plain biscuits are considered an appropriate choice for morning playtime.

14. Expensive items should not be brought to school and children are not allowed to buy, sell or trade any items on the school premises, except as part of an organised event. For children's crazes such as football cards/pokemon cards for example, trading is at the HTs discretion. If any behavioural issues arise, HT or Senior Teacher can ban certain items.
15. Children must be accompanied by a member of staff when accessing the village hall. At lunchtime there will always be a teaching member of staff on duty who will enforce the same standards expected in the classroom to be applied during lunch. All pupils are expected to assist with keeping the hall clean and tidy and promoting good manners when eating.
16. It is expected that children will address staff who are on playground duty, with the same level of respect that is expected for members of the teaching staff.
17. At the end of the school day, all pupils who are not going home independently (a signed parental permission form available in the office must be held in school), should wait in the allotted place with an adult until collected. They must not go out of the school gates until the person who is taking them home has arrived. Key Stage One children should remain in the classroom until their parent/carer has arrived. Key Stage Two children should remain with a member of staff or be taken to the school office.
18. Pupils who ride their bikes to school, must dismount once inside the school gates and wheel their bikes behind the Badger classroom.

Behaviour in classrooms and within the school building

1. No running - all movement within the school should be quiet and calm.
2. At wet playtimes pupils must stay in designated classrooms.
3. Pupils in the Butterflies, Badger and Beaver Classes should not bring recreational personal possessions to school unless there has been a prior agreement with their teacher. Articles of educational interest, particularly if they relate to current work may be brought to school at any time by all the children.
4. In the Butterflies, Badger and Beaver classes permission may be given to leave the classroom to go to the toilet provided that only one child is out of the room at a time.
When initially enrolled, small children may feel more secure if they are accompanied by a friend or adult. They must seek permission from the teacher before they leave the room.
Children can only access the library with a member of staff.
5. No jewellery should be worn, only a watch. Children with pierced ears may wear one small stud only in each ear and the child must remove these for games and P.E. (staff will not take responsibility for removing earrings).
6. Staff will note which children are not completing home learning satisfactorily and will contact their parents in the first instance to discuss any contributory factors. See Home Learning Policy for more details.

7. Where children have not completed class based activities due to poor behaviour, they may be asked to finish it at break time or asked to complete it at home.
8. Pupils are encouraged to be responsible for their own possessions and to respect their own, other people's and the school's property.

Appendix 2 - The Use of Physical Intervention

This was written taking guidance from the Dfe Document – The use of reasonable force July 2013

Occasionally in extreme circumstances, it may be necessary to use reasonable force in a situation where behaviour is not acceptable and pupils are not responding to other forms of direction or are placing themselves or others at risk. Staff will use force that is 'reasonable in the circumstances' – this means using no more force than is needed. 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. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Reasonable adjustments will be made when dealing with pupils who are disabled or have special educational needs. Where possible, staff who have received training from 'Team Teach' will be called upon to deal with incidents. Staff trained include: Miss Hyams, Mrs Baber, Mrs Gower, Mrs Bartle, Mrs Jacobs, Mr. Massey, Mrs. Steeples

Examples of when use of physical intervention may be used:

- passive physical contact by standing between pupils or blocking their path
- active physical contact to guide a pupil to another part of the school
- restraint to break up a fight
- to avoid physical damage to property
- to avoid causing disorder
- to prevent a pupil behaving in a way that disrupts a school event, trip or visit
- to restrain a pupil at risk of harming themselves
- to remove disruptive children from the classroom where they have refused to follow an instruction to do so

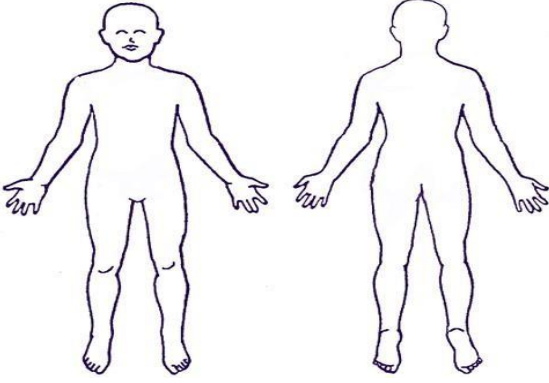
If physical intervention has been used a member of the Senior Leadership Team should be informed and a recorded in the Bound and Numbered book which should be completed and signed as soon as possible following the situation. Parents will be informed of serious incidents where reasonable force has been used.

All complaints about the use of force should be thoroughly, speedily and appropriately investigated. When 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. Suspension must not be an automatic response when a member of staff has been accused of using excessive force.

An annual audit of all recording incidents will be made.

The following form is also completed if required and kept in the Bound and Numbered book.

Details of injuries if they have occurred to staff or students. Please ensure that you put in names and clearly outline who has had the injury.

Body  Map	Brief Details of Injuries

Discussion with Parent and/or child took place on: _____

Signature of Parent:

Discussion with staff involved took place on: _____

Signature of Staff members involved: