

	<b>Policy No: S17</b>	Revision No:	7
		Date Issued:	May 2012
		Committee:	Statutory
	Behaviour and Discipline Policy	Author:	Headteacher
		Date Adopted:	September 2020
		Minute No:	29.9.20, min no 13.9
		Review Date:	September 2021



# FEDERATION OF PENNY ACRES AND WIGLEY PRIMARY SCHOOLS

## BEHAVIOUR AND DISCIPLINE POLICY

## **PENNY ACRES AND WIGLEY PRIMARY SCHOOL**

### **BEHAVIOUR and DISCIPLINE POLICY**

#### **POLICY STATEMENT**

We believe it is a fundamental responsibility of our school to promote and uphold high standards of behaviour, conduct and discipline. This is an important part of maintaining and further raising the attainment and achievements of all our pupils. It is our aim that children will become increasingly responsible, respectful and self-disciplined as they grow and move on through Penny Acres and Wigley Primary Schools.

#### **INTRODUCTION**

The Behaviour and Discipline Policy will determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and repercussions and how they will be fairly and consistently applied in our school.

#### **STATUTORY DUTY OF SCHOOLS**

All stakeholders are responsible for promoting good behaviour in the Federation of Penny Acres and Wigley Primary Schools. The Headteacher will publicise this policy by making it known within the school and to parents, and by annually bringing it to the attention of children, parents and staff through school assemblies, training, the school prospectus, staff handbook, website and induction procedures.

#### **AIMS**

- To promote self discipline and proper regard for authority among children
- To encourage good behaviour and respect for others and prevent all forms of bullying among children
- To ensure children's standard of behaviour is acceptable and does not disrupt the learning of others
- To regulate children's conduct
- To promote good behaviour within the school and the wider community

#### **RULES**

There is an expectation in our Federation that children behave well at all times.

We try as a school to keep rules to a minimum, with the belief that children will respond and copy the exemplary standards set by peers and the staff at the school.

There is an understanding that:

- Children will consistently work to the best of their ability whilst taking pride in their behaviours towards others and their learning.
- Children line-up quietly at the start of the day and at the end of each break-time.
- Children enter school in a quiet and orderly manner, ready for learning.
- Children politely listen and respond to others in school.
- Children are kind and considerate to each other and their surroundings.

In addition to the above standards, there are instructions which can be changed to match the activity and prevailing circumstances. Whilst children will be expected to conform to the school culture, Pupil Voice ensures that pupils at the school have a say in matters pertaining to the daily running of school.

### **REWARDING POSITIVE BEHAVIOUR AND ATTITUDES**

Teachers use positive praise as the most effective strategy for managing behaviour and engaging pupils in their learning. Pupils will be praised by staff, e.g. “well done” and with, for example, the use of stamps on work and sticker charts.

Rewarding achievements for, for example:

- Sustained levels of work produced the best of a child’s ability.
- Demonstrating a positive attitude to learning
- Good effort resulting in progress in a particular area.
- For an excellent piece of work as determined by a child’s ability.
- For an excellent piece of excellent demonstrating effort and careful consideration.
- For a positive action for the both the school and/or wider community

This is done through positive recognition of individual children or whole class achievements. Positive recognition occurs through mentions and certificates e.g. star-charts, peg and reward system, prizes, verbal praise, telephone calls home, letters or postcards of praise sent home. Achievements are celebrated on a Friday in both schools through the giving of certificates and awards during whole school ‘celebration assemblies’.

A school a peg reward system is made up of 7 layers. Every day pupils start in the “middle area” and can move “up” or “down” throughout the day. Rewards are given for moving up the chart. Sanctions for being in the lowest area will be missed playtime and Headteacher informed.

### **REPERCUSSIONS FOR NEGATIVE BEHAVIOUR AND ATTITUDES**

For children who choose to fall outside the parameters of acceptable behaviour, there is a hierarchy of repercussions designed to reinforce the school ethos and teach children how to conduct themselves in an appropriate manner. All teachers and teaching assistants have the right to impose repercussions, except exclusion, which is the responsibility of the Headteacher in consultation with the Governors.

1. Verbal warning – peg system in operation – if moved down – miss 5 mins play, then all play.
2. Time out in own class
3. Sent to Headteacher or senior teacher
4. Internal exclusion (Parent informed)
5. Temporary or permanent exclusion actioned in line with legal requirements

A severe clause is in place so that the school and children know what behaviour will not be tolerated. The following incidents will result in repercussions at stage 4 or above:

- Bullying
- Physical abuse
- Racist abuse
- Verbal abuse
- Deliberate damage to school property
- Stealing
- Endangering other people's safety or welfare.
- Bringing materials into school with the intention of causing distress or harm to others.

### **STRATEGIES FOR SUPPORTING BEHAVIOUR MANAGEMENT**

Prompt intervention is needed where there is repeated poor behaviour so it is clear that this will not be tolerated. The following will be employed as appropriate:

- Behaviour management techniques such as individual behaviour programmes, circle of friends, positive play, restorative practice.
- Identifying underlying causes of inappropriate behaviour such as attention, diet, anxiety, habit, medication, ADHD, ADD, ASD.
- Working with parents and providing support and sign posting to appropriate services.
- Working with outside agencies such as school nurse, speech therapist, educational psychologist, school doctor, behaviour support service.
- Staff development to provide in school advice and training.

## **RESPONSIBILITIES**

### **The Governing Body is responsible for:**

- Establishing, monitoring and reviewing the 'Behaviour and Discipline' Policy.
- Monitoring the standards of behaviour in the school.
- Responding to reports from the Headteacher, and from any other sources, about the conduct and behaviour of pupils.
- Fulfilling their statutory duties regarding any exclusions of children, for either a fixed period exclusion or a proposed permanent exclusion, through monitoring and reviewing.

### **The Headteacher is responsible for implementing the Policy throughout the School by:**

- Ensuring the Policy is understood by all staff and children.
- Promoting, amongst the pupils, self discipline and a proper regard for authority.
- Encouraging good behaviour and respect for others on the part of pupils.
- Securing an acceptable standard of behaviour.
- Dealing with breaches of the Code of Conduct referred to them on a day to day basis.
- Maintaining records of incidents of Bullying, and of Racism.
- Reporting on pupils' behaviour at the Governors' termly meeting.

### **The staff are responsible for:**

- Modelling excellent behaviour
- Implementing the Policy in their day-to-day contact with children – this includes any pupil(s) they come into contact with. This involves both recognising and praising children for good and sensible behaviour and imposing appropriate sanctions where behaviour is seen to be unacceptable.
- Promoting good behaviour through the use of a range of classroom and pupil management strategies as well as the school reward systems.
- Teaching appropriate behaviour and discussing issues and consequences, rights and responsibilities through the PSHE/Citizenship curriculum.
- Reporting behaviour/discipline incidents and concerns to the Headteacher.

## **PHYSICAL RESTRAINT OF PUPILS (See Guidelines on Physical Intervention)**

Under normal circumstances pupils should not be physically restrained. However, there may be an exceptional instance, such as when a pupil is committing an offence, is injuring themselves or another pupil, or is damaging property, where a person who has authorised control over pupils would be acting within DCSF guidelines if they were to restrain a pupil, using such force as is reasonable under the circumstances.

## **SUPERVISION OF PUPILS**

The fostering and upholding of the ethos of good behaviour requires there to be adequate and sufficient supervision during the times that the school is responsible for the pupils. The

school is responsible for pupils during normal school hours. For the duration of visits which extend beyond these times and at other times as arranged with parents. School visits will need to be checked by the Headteacher to ensure there is appropriate supervision for the nature of the planned visit and activities.

There is specific supervision at lunchtime by Lunchtime Supervisors supported by the Headteacher or other members of the teaching staff, to supervise children in preparing for and having lunch, playing out on the playground/school field (or in classrooms when it is wet) and returning to the classrooms for the start of the afternoon session.

Supervision may be either direct or indirect. Direct supervision is where there is the physical presence of a member of staff. Indirect supervision is where pupils are under instructions to move from one place to another for a specified purpose, or are designated to a place to undertake some specified activity. Members of staff need to make judgements about which children can be trusted under indirect supervision, which must be justifiable on the basis of knowledge of the children from previous experience and/or information from colleagues, other children, parents etc.

### **BULLYING. (See Anti-Bullying Policy)**

Bullying is a particular form of unacceptable behaviour which can be so harmful to individuals and to the ethos of the school that it is dealt with as a specific issue. (See Anti-bullying Policy.)

Bullying is defined as action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. We consider bullying to be:

- Deliberately hurtful
- Repeated on more than one occasion
- Difficult for the target to defend themselves against

Bullying can take many forms – the main ones being:

- Physical (e.g. hitting, kicking, taking belongings, damaging/hiding personal property).
- Verbal (e.g. name calling, insulting, hurtful remarks)
- Indirect (e.g. making up and/or spreading nasty stories, isolating a child- taking friends away or not allowing them to play)
- E-bullying (also called cyber-bullying)

It is the Policy of the School:

- a) To take all practicable steps to prevent bullying by ensuring that all children;
  - Know what is acceptable and unacceptable behaviour.
  - Know who and how to tell about behaviour which is causing them upset.
  - Know and see that all forms of unacceptable behaviour are dealt with speedily and firmly.
  - Know their concerns will be listened to, investigated and, if substantiated, acted upon.
  - Are treated fairly in the way in which any allegations of bullying are dealt with. This involves listening to all sides, assessing the seriousness of any substantiated allegation, and taking into account previous involvements in incidents of bullying and/or unacceptable behaviour.

- b) To investigate all reports and allegations of bullying as a matter of urgency.
- c) For all allegations of bullying to be reported to the Headteacher.
- d) To deal with a minor/isolated incident in the first instance on a no blame/non-punitive basis, with the aim of providing all those involved with insight, understanding, reflection and the opportunity to alter their behaviour. (Restorative practice). This will include attempting to establish the facts, exploring issues of feelings and respect, and mediation.
- e) If there is a serious incident or a further substantiated instance involving the same child(ren), to inform the parent(s).
- f) To consider the use of the full range of sanctions available, including exclusion.
- g) To keep a record of allegations of bullying.

### **RACISM. (See Race Equality Policy)**

Racism is a particular form of unacceptable behaviour which can be so harmful to individuals and to the ethos of the school that it is dealt with as a specific issue. (See Race Equality Policy). In the MacPherson Inquiry report, racism was defined as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin' and a racist incident was defined as 'any incident which is perceived to be racist by the victim or any other person'.

The C.R.A. defines racial harassment as verbal or physical violence, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

It is the Policy of the School:

- a) For all allegations of racism to be reported to the Headteacher.
- b) To investigate all reports and allegations of racism as a matter of urgency.
- c) To attempt to establish the facts and to deal with a minor/isolated incident in the first instance, with the aim of providing all those involved with insight, understanding and reflection, through exploring issues of feelings, respect and social inclusion.
- d) If substantiated, to provide mediation, support for the victim and the opportunity for the offending child(ren) to alter their behaviour.
- e) If there is a serious incident or a further substantiated instance involving the same child(ren), to inform the parent(s).
- f) To consider the use of the full range of sanctions available, including exclusion.
- g) To keep a record of allegations of racism and report to the Local Authority as required by the Home Office.

## **Behaviour and Discipline Policy – Covid-19 Amendments 19.5.20**

- *All pupils (other than some times in KS1) will sit in allocated places at all times whilst social-distancing measures remain in place, we may review the positioning of individual children within the classroom if required.*
- *If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may 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. Whilst this is rarely used anyway, we would only use this sanction whilst social-distancing measures remain in place if it can be done safely and supervision remain appropriate.*
- *Where the behaviour of a child endangers the safety of others by not following social-distancing rules and protocols designed to reduce the risk of Covid-19 infection/transmission, the school will isolate the pupil and then liaise with parents and make an immediate decision as to the availability of a school place for that child whilst social-distancing measures remain in place.*
- *Class rules will be reviewed with the children to take account of the safety measures in place – children will be made aware of any changes and will have the opportunity to design appropriate rules for themselves.*
- *If a child misbehaves repeatedly in class, the class teacher keeps a record of all 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 seeks help and advice from the Executive Headteacher*
- ***This policy will remain under review from Monday 7<sup>th</sup> September 2020 to ensure that it works in tandem with the Covid-19 Risk Assessment and school-specific protocols***