

Behaviour and Discipline Policy 2017

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1. INTRODUCTION

At Rivington Foundation Primary School, discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the policy is clear, well understood by staff, parents and pupils and consistently applied.

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy and
- Disability Discrimination Scheme.

At Rivington Foundation Primary school we are committed to enabling all children to access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken.

Aims

A well thought out approach to this aspect contributes directly to both the social and learning aspects of our school, with this policy we aim :

To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

To praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) has a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

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2. PRINCIPLES of Behaviour

- Every child has the 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.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- Whole school approach to discipline with a clearly defined code of conduct.
- All adults (staff and volunteers) to set excellent examples to the children .
- Each child to have a sense of personal responsibility for his/her own actions.
- Effective communication systems
- Parental partnership to promote good behaviour.
- Early support from appropriate outside agencies where needed.
- Strategies may be recorded in an Individual Behaviour Plan.
- Bad language is considered to be unacceptable behaviour.
- Staff to keep abreast of current issues and initiatives

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3. IMPLEMENTATION

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all. **(Appendix 1)**

IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.

4. THE ROLE OF THE HEADTEACHER

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children 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.

Where a child's behaviour gives serious concern, their behaviour is monitored and any incidents are recorded, to aid any future intervention by other professionals .

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. Both these actions are only taken after the School Governors have been notified.

The head teacher must **publicise the school behaviour policy**, in writing, to staff, parents and pupils at least once a year.

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5. THE ROLE OF GOVERNORS

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Governing bodies will also wish to consider their 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 and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The governing body will in consultation with the Headteacher consider what the school's response will be to:

- any bad behaviour when the child 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.

DfE guidance notes that the Governors will decide the disciplinary action necessary in the case of malicious allegations against staff.

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6. THE ROLE OF THE CLASS TEACHER/All support staff

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

All 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.

All staff treat each child fairly and consistently, with respect and understanding.

It is the responsibility of the class teacher/designated support staff, to record significant incidents of inappropriate behaviour.

All staff have **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*).

Teachers can discipline pupils at any time the pupil is **in school or elsewhere** under the charge of a teacher, including on **school visits**. All staff can **confiscate** pupils' property.

Support staff should report any significant incidents back to the class teacher.

7. PARENTAL INVOLVEMENT

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all. School operates an Open Door policy where parents are welcome to call without prior arrangement.

Parents can help in the following ways by ensuring:

- Pupils arrive punctually for the start of the school day.
- Pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- Support for the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times. (See Code of Conduct Appendix 1)
- Pupils show a proper regard for other people's property, buildings and the environment.
- Regular attendance at school and avoiding unnecessary pupil absence.

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- They adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers. **(See Appendix 2. Home-School Agreement)** All parents and children are expected to sign this and any concerns should be brought to the Headteacher.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

As we uphold the aims of Leading Parent Partnership we :

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities.
- Develop good communication between parents and school.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full time education either at school or by making other suitable arrangements.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school.

8. What is expected of children:

- To respect adults and children in both behaviour and manner towards each other.
- To show respect for property
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions
- To co-operate with and respond to the schools code of conduct
- To be polite, considerate and caring
- To move in an orderly manner around school

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

The following behaviour is considered unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyberbullying)

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- Aggression towards pupils and adults
- Swearing, Rudeness, Swearing or Stealing

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to the teacher's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

9. WORK MATCHED TO NEEDS / PROMOTING SELF ESTEEM.

Staff aim to promote positive self-esteem by:

- Providing opportunities for children to work at their own level in order to achieve success, whilst providing suitable challenge and wider opportunities.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

10. STRATEGIES

In order to assist with the implementation of our discipline policy, **staff** will:

- Be good role models.
- Supervise and remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.

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- Encourage toilet visits at breaks and lunchtimes.
- Use key words for reinforcement e.g. kindness, care and consideration, sharing, friends.
- Use a common reward system throughout school with house points and Roll of Honour certificates awarded for academic and non-academic achievement and effort. Class rewards eg Dojos are also used as reward.
- Praise individuals, groups, classes or departments as and where appropriate.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Use identified procedures for non-attendance, persistent lateness.
- Involve outside agencies where necessary through consultation with the Special Needs Coordinator.

11. CLASSROOM MANAGEMENT AND PROCEDURES

To promote good discipline within the classroom staff should :

- Place emphasis on independent learning.
- Be well prepared and organised.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Maintain a working atmosphere.
- Involve children in the organisation of systems wherever possible.
- Be positive
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12. POSITIVE BEHAVIOUR MANAGEMENT

Behaviours which may signify emotional and behavioural difficulties

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

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The most important cause of behavioural difficulties – Limited Self-Esteem

The most important cause of behavioural difficulties in children is their limited self –esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. They must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. The need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention can have a positive influence on their global development within and beyond their school years.

However in the case of an assault against a member of staff, procedures for exclusion will be followed.

SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

- 1.** Establish a friendly, positive, supportive relationship with the pupils in your care.
- 2.** Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.

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3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Where possible, identify when behaviour problems are likely to arise and try to modify the pupils' behaviour before discipline is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know what sanctions to use— especially if a quiet word or reminder has not worked.
7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
8. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

13. PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES- TEACHERS POWERS

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child 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.

14. REWARDS

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

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It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Management where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement.

These can be given to individual children, small groups, classes, year groups or departments as appropriate by all staff in school.

Rewards can include the following:

- Written or Verbal praise , Peer group praise e.g. a clap, name read out in class assembly
- House points, weekly Roll of Honour certificates for academic and non-academic achievement, Headteacher award on work or as a sticker, Postcard home, Special Mention in Assembly, 'Pat On the Back.
- Placing value on achievements e.g. work shown to another class, name in Newsletter, part of Get Together Assembly, Special responsibilities e.g. being a monitor/house captain,Child, group or class, singled out as a role model.

15. SANCTIONS

The following can be imposed by the Class Teacher:

- A verbal reprimand /Withdrawal of privilege/ Missing a Playtime/ Child to sit by teacher relative to misbehavior. Child to assist in rectifying the problem they have caused, a verbal or written apology, repetition of an unsatisfactory task.
- Unfinished Work to be completed in the child's own time or at home
- Parents informed and involved in the behaviour management process
- Child sent to another appropriate adult/SLT/HT to explain their misbehaviour.
- Use of behaviour book (SLT member informed)

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Headteacher/Further Sanctions

In addition the class teacher can seek the involvement of the Headteacher. The Headteacher can impose further sanctions for serious/extreme behaviours.

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Exclusion (Exclusions will be carried out in accordance with LEA policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem.)
- Prior to the exclusion of a child these steps will be taken: Full consultation with parents well before the stage of considering exclusion is reached **unless** in response to a serious incident *and* all relevant staff (EP other agencies as appropriate) about the child's problems. Also involvement of the child where appropriate including reasons for action taken

Following DfE guidance , disciplinary action following malicious allegations will be decided upon by the governors.

16.

Malicious allegations against school staff

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. The school will refer straight to the following actions as an appropriate sanction and depending on the circumstances this will be referred to the police if there are grounds for believing a criminal offence may have been committed.

Actions:

Serious breaches of behaviour and discipline will result in an immediate telephone call to parents/carers requesting a meeting with the Head Teacher (or Deputy Head Teacher) as soon as possible, depending on the circumstances.

Examples include: • acts of intentional or deliberate physical assault • verbal abuse • banned items brought into school • stealing • damage to property • absconding from school premises

The seriousness of the incident will result in a period of fixed term exclusion, which may lead to permanent exclusion. The consequences will be determined by evidence available to the Head Teacher (or Deputy in her absence)

All aspects of the case will be taken into account in this step.

17.REVIEW AND MONITORING This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the schools review cycle.

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