



Asterdale Primary School
Behaviour and Discipline Policy

Review: 2015

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What Do We Believe At Asterdale?

Our philosophy on behaviour:

Every organisation depends on people behaving in certain ways to achieve its purposes. Companies cannot achieve good results without co-operative effort. This is just as true with schools. A school's central purpose is to help children learn. Good behaviour makes effective teaching and learning possible. Poor behaviour disrupts these processes.

The quality of relationships at all levels is of over-riding importance. It is important between teachers; between teachers and pupils; between teachers and teaching assistants; between TAs and pupils; between the school and parents as well as with the wider community. These relationships should be characterised by mutual respect, by the valuing of pupils, by a willingness to listen and understand and by a positive attitude. Through good modelling of adult behaviour there is constant encouragement to develop self discipline, higher self esteem and an autonomous adherence to high standards.

All the school's activities effect a continuing development of a positive climate. The curriculum should be well planned encouraging the high quality of teaching. Purposes must be clear to all involved where pupils are not only intellectually challenged but also have opportunities for taking initiatives and for accepting responsibility for their progress. Such learning should ideally be supported by a range of activities outside the classroom which also contribute to personal and social development.

Children Learn What They Live

If a child lives with criticism, she learns to condemn
If a child lives with hostility, he learns to fight
If a child lives with ridicule, she learns to be shy
If a child lives with shame, he learns to feel guilt
If a child lives with tolerance, she learns to be patient
If a child lives with encouragement, he learns confidence
If a child lives with praise, she learns to appreciate

If a child lives with fairness, he learns justice
If a child lives with security, she learns to have faith
If a child lives with approval, he learns to like himself
If a child lives with acceptance and friendship, he or she learns to find love in the world

This policy has been written using advice from the Department for Education advice for headteachers and school staff on Behaviour and discipline in schools – July 2013. This document can be found at Appendix 1 to this policy.

Code of Conduct for Pupils

Rules are essential. The one rule for all of us in school is:

Everyone will act with courtesy and consideration to others at all times.

This means that:

1. Always try to understand other people's point of view.
2. In class we make it as easy as possible for everyone to learn and for the teacher to teach.
3. Move gently about the school.
4. Always speak politely to everyone (even if you are feeling bad tempered!)
5. Keep the school clean and tidy so that it is a welcoming place that we can be proud of.
6. Out of school, walking locally or with a school group, always remember that the school's reputation depends on the way you behave.
7. Start of lessons:
 - Enter rooms sensibly and go straight to your workplace.
 - Take off and put away outdoor wear.
 - Put bags away (not on desks).
8. During lessons:
 - When your teacher talks to the whole class, remain silent and concentrate.
 - If the class is asked a question, put up your hand to answer. Do not call out unless you are asked to.
 - You are expected to work sensibly with your classmates. Do not distract or annoy them.
 - Eating and chewing are not allowed.
 - MP3 players, iPods, games, radios, mobile phones, toys are not allowed and will be confiscated.
9. End of lessons:
 - Do not pack away or put on outdoor wear until your teacher tells you to do so.
 - You may leave the room only when your teacher tells you to go.

10. Most importantly: Teachers are in the position of your parents while you are in school. This means that:

- Any reasonable request from a teacher should be carried out at once and without argument.

Code of Conduct for Staff and Other Adults in School

Do all you can to avoid:

- Humiliating
- Shouting
- Over reaction
- Blanket punishments
- Over punishment
- Never punish what you cannot prove
- Sarcasm

Please do not leave pupils outside rooms for extended periods of time. Seek help if you need it.

Do all you can to:

- Use humour
- Keep calm
- Listen
- Be positive and build relationships
- Carry out any threats you have to make
- Be consistent

In the classroom

Teachers will maintain good standards of behaviour when they create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect.

Expect to:

- Arrive before the class and begin on time
- Be prepared for the lesson
- Keep everyone occupied and interested
- Extend and motivate all pupils
- Mark all work promptly and constructively according to the marking policy
- Encourage creative dialogue. Confidence in discussion is of paramount importance
- Make sure your room is clean, tidy and attractive

- Maintain stimulating and interactive wall displays
- Remember to “VAK” your lessons. Learning styles are important in keeping everyone engaged

In the Staffroom

- The generally positive, co-operative climate of our staffroom should be maintained for the morale and mutual support of all.
- Discussions of individual children should be carried out in a considered way with relevant staff. In this way labelling can be avoided.
- It is recognised, of course, that very occasionally a particular teacher might need to let off a little steam. This is often when the support of a colleague is needed.

Avoiding Poor Behaviour

Poor behaviour is often the result of boredom. The School aims to:

- Keep time spent lining up to a minimum both inside and outside the classroom.
- Keep a quiet area for children who do not enjoy the rough and tumble of the playground
- Organise lunchtime clubs and activities
- Provide equipment for outdoor play at lunchtimes
- Maximum use is made of outside areas
- Ensure children are clear on where they can/cannot play.
- Children should not be left unsupervised in classrooms as a punishment
- Provide a cooling off spot inside the classroom if necessary

Involving the Children

The more children feel involved in their school, the more they will behave as the school community expects.

We can provide

- School democracy in the form of a school council
- A tuck shop run by the children
- Train peer mentors
- Older children helping with the supervision of younger ones
- PTFA events for children (e.g. Film nights/discos).

Home School Partnership

We are convinced that the vast majority of parents, regardless of social class, ethnic or cultural origin, want their children to work hard and behave well in school. Good communication with parents is made more important by the home-school perception gap. We should involve parents at an early stage rather than as a last resort when behavioural problems arise.

We should ensure that parents receive positive and constructive comments on their children's work and progress as a matter of course.

This behaviour policy needs to be clearly communicated to parents and guardians. The policy is available on the school web site at: www.asterdaleprimaryschool.co.uk.

Bullying

Definition: There are many definitions, but most have three things in common

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

Types of bullying:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, racist remarks
- Indirect – spreading nasty stories, exclusion

Dealing with bullying: Please refer to school anti-bullying policy.

Rewards and Sanctions

What should be rewarded?

Behaviour: sharing, co-operation, responsibility, helpfulness, politeness, involvement, positive recognition, expression of concern, enquiring, noticing.

Work: suggestions, effort, perseverance, oral contribution, being organised, listening.

Achievements: at school, outside of school, consistent effort.

Rewards

- Team points awarded liberally. Weekly team point competition.
- Stickers – awarded above the team points.
- Merit certificates
- General achievement certificates e.g. swimming attendance, sports, special events.
- End of year merit certificates for consistent achievement.
- Assemblies to celebrate achievement.
- Rewards from MDSs for good behaviour during the lunchbreak.

Sanctions

Yellow cards (notional) will be issued for minor offences (initial warnings may have been given)

- Running in the corridor
- Playing out of bounds
- Disrupting another pupil trying to work
- Talking in class/assembly/calling out
- Pushing into a queue
- Being untidy in the toilets/art area

Green cards more serious offences

- Play fighting
- Taking/hiding pencils/rulers etc.
- Repeated pushing in a queue
- Disrupting a class
- Disrupting games

Red Cards most serious offences

- Violence
- Bullying
- Extreme abusive language
- Racism
- Theft
- Bringing tobacco products into school (see drug abuse policy)

Punishments

1. Break time detention in dining hall and “sin bin” in Class rooms.
2. Loss of reward time, and “sin bin” if four yellow cards have been issued to a pupil. Reward time takes place on a Friday afternoon for 30 minutes and

- may consist of activities led by members of staff e.g. disco, bingo, craft, games etc.
3. Exclusion from class for a period of time.
 4. Letters home to parents – either by teaching staff to tackle potential problems or from head or assistant head following the issue of a Red Card and following 3 successive 'sin bins'.
 5. Daily report book following agreement with parents.
 6. Exclusions – legal process. May be fixed term (e.g. 3 days), lunchtimes or in extreme cases permanent. Precise, long term documentation is required. Staff should keep a record of incidents.

Cards

- Yellow cards may be issued by any member of staff for minor offences.
- Green cards may be issued by teaching staff and TAs. Midday supervisors must call head or assistant head for an offence requiring a green card. (Note: Two yellows must not be issued in lieu of a green)
- Red cards may be issued by the head or assistant heads only. These are for very serious offences. A letter is sent out requesting a visit by parent/carer and further action where necessary. Pupil excluded from playground for breaks/lunchtimes until parent has visited or head/assistant head decided the exclusion should be terminated.

Guidance for Staff

A duty rota will be published each academic year.

Staff on duty should monitor children arriving at school.

Ring bell/blow whistle at 8:55. Children line up on playground in their classes and walk into school in an organised way.

Break supervision both morning and afternoon.

The school is responsible for the children for 5 minutes before and after school or whilst a pupil is on or in school property. Staff conduct is expected to reflect this responsibility by being on duty before school and monitoring children as they leave at the end of the day.

Play areas

Playground: children may use play equipment during lunchtime breaks.

Steps: not for playing on at any time.

Quiet area: For reading, conversation, quiet games. No running around.

Top field used by KS2 when dry.

Lower field used by KS1/Reception when dry.

Patio area is available for KS1/Reception when needed.

Teacher's powers

Teachers 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).

The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants and Mid- Day Supervisors.

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

Teachers can also discipline pupils for misbehaviour outside school.

Teachers can confiscate pupils' property.

A teacher may discipline a pupil for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to and from the school
- Wearing the school uniform
- Or in some other way identifiable as pupil of 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

Detention

Teachers have a legal power to put pupils (aged 18 and under) in detention.

Asterdale Primary School will use "school hours" detention as a sanction.

Parental consent is not required for detentions.

Confiscation of inappropriate items

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent

The **Power to search without consent** for prohibited items including the following allows for such items to be confiscated:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Weapons and knives and extreme or child pornography must always be handed over to the Police otherwise it is for the Headteacher to decide if and when to return a confiscated item.

Power to use reasonable force

Power to use reasonable force. This policy is written using the Department of Education advice which can be found at appendix 3 of this policy.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. 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.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Telling parents when force has been used on their child

- The school will inform parents about serious incidents involving the use of force or restraint.
- All incidents of force or restraint will be logged in the restraint/force log held in the school office and a note will be placed on the child's Pupil Record Folder.

In deciding what a serious incident is, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

After restraint/force is used on a child, a member of staff (normally the Nominated First Aider) will, in the presence of another staff member and a parent or person with Parental Responsibility, check the child for signs of injury.

If a parent or person with PR is not available a member of a statutory agency (e.g. Social Care, Police, NHS, Children's Centre), should also be present when checking the child for signs of injury.

All injuries/marks/bruises/cuts etc. must be logged in the restraint/force log and signed by all adults present.

Complaints process – when force is used.

What happens if a pupil/parent complains when force is used on them?

All complaints about the use of force should be thoroughly, speedily and appropriately investigated in accordance with the guidance found at appendix 2 to this policy.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

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. The School should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see appendix 2 to this policy) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

The School must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

The Governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. It is important that the school provides appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Guidance on the use of restrictive physical interventions for staff working with children who display extreme behaviour in association with learning disability and/or learning disability and/or Autistic spectrum disorders can be found at appendix 4 to this policy.

Staff training and development

Training to support students' behaviour will be conducted with all staff at regular intervals.

Link to Use of Reasonable Force – advice for school leaders, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/useofreasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation – advice for school leaders, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

Link to Exclusions Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

Link to Safeguarding

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuringgoodbehaviour-in-schools/allegations-of-abuse-against-staff>

Link to SEN Code of Practice

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/guidance/a0013160/the-sen-code-of-practice>