

Hambrook Primary School



Behaviour and Discipline Policy

Rationale

At Hambrook we expect adults and children to treat others how they themselves wish to be treated and to promote an environment where everyone feels happy, safe and secure.

We work hard to ensure every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour and Discipline Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

All adults in school have a shared responsibility in promoting good behaviour, discipline and citizenship. It is vital that adults see behaviour and discipline as part of a child's education and that it is the adults' responsibility to teach and help children to learn what is acceptable and what is not. This helps to develop a child's moral compass and social skills, assisting good learning and facilitating good teaching. Good behaviour is part of the ethos of the school to help contribute to the future adult as a citizen in society.

The school has a number of rules, but our Behaviour Policy is not primarily concerned with rule enforcement. The emphasis is on modelling, encouraging and reinforcing positive behaviour and high self esteem rather than focusing on the negative.

Aims

- To create a climate that positively values all members of the school community and uses positive reinforcement to encourage good behaviour.
- To provide an environment that stimulates and promotes learning and ensures a safe, secure and happy school.
- To help individuals to understand their rights and responsibilities as members of a school community.
- To maintain a clear understanding of expectations and a consistent approach to children's behaviour.
- To ensure children realise they are responsible for their actions and that their actions affect those around them.

Our 5 Golden Rules

1. Be polite, respectful and considerate to others at all times.
2. Treat others the way you like to be treated.
3. Respect the school and other peoples' belongings.
4. Move around the school in a quiet and orderly manner.
5. Be ready to learn.

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Guidelines

- All staff, whether teaching or non-teaching, must accept responsibility for maintaining good behaviour at all times. The example set by adults should provide a positive model for the children.
- When there is more than one adult in the room, the teacher has overall responsibility for the pupil's behaviour (unless agreed otherwise) and other adults (TAs, parent helpers, students) must respect this.
- All adults should follow the classroom/playground sanctions when dealing with undesirable behaviour. However, within those sanctions there is flexibility for the adult to consider and respond to the individual needs and characters of the children in order to produce the best response.
- Children should understand that it is the behaviour which is unacceptable and not the child as a person, and that each new day starts with a clean slate.
- Children will be encouraged to take responsibility for their own actions, take the right decision and reflect on the outcomes of their behaviour/actions.
- Parents should be familiar with the Behaviour Policy and support the school's efforts to implement it.
- All staff will have high expectations of the children with regard to behaviour.
- Interpersonal skills will be addressed through PSHE.
- The SENCo will liaise with external agencies to support and guide the behaviour of individual child as appropriate. An Individual Behaviour Plan (IBP) may be drawn up.
- Teachers 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. The actions that we take are in line with government guidelines.
- The school does not tolerate bullying of any kind. If bullying is suspected please refer to the Anti-bullying Policy.

Rewards in School

The school acknowledges all the efforts and achievements of children, both in and out of school and celebrates these during the Friday assembly.

Once points/stickers/rewards have been awarded in school they cannot be taken away.

- **Animal Team Tokens**

Children whose work is of their own highest standard, who have put in lots of effort or whose behaviour is especially good will be rewarded. Each class has a procedure for the children to gain animal team tokens (appropriate to the age of the pupils) these token wins are celebrated at the end of every week in the Friday assembly.

- **Whole Class Points**

Whole class points can be earned when everyone in the class does something well. These points are collected. When the agreed number has been gained by the class the children are rewarded with golden time.

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- **Courtesy/Positive Attitude Trophy**

A trophy will be awarded to one child from each class every Friday during Celebration Assembly for showing courtesy/good manners or having a positive attitude. It is in recognition of a good attitude towards, learning, others, the school etc. The child will keep the award for a week, ensuring that it is returned to school by the following Thursday. A photograph of the child holding the award will usually be put on the school website and displayed in the school entrance for the week, after which the child may take the photo home.

- **Lunchtime awards**

Children may be rewarded for good behaviour, helpfulness etc during the lunch break with a Golden Ticket which earns them an animal team token. Pupils who have been particularly helpful etc may be chosen to sit at the Golden Table on Friday lunchtime.

- **Other Rewards**

In addition to these, other rewards may be used i.e. Headteacher stickers and individual class systems to reward helpers etc within their classroom.

Classroom Procedures to address poor behaviour

Each class will use the following procedures:

1. A verbal warning is given for repeat of inappropriate behaviour.
2. The child's name is recorded.
3. The child is moved away from the situation.
4. The child is sent to another class. This is recorded in the Behaviour Log.
5. The child is sent to the Head teacher. This is recorded in the Behaviour Log and parents will be informed verbally at end of the day by the teacher.
6. A formal letter is sent to parents if bad behaviour persists.
7. In cases of extreme or persistent bad behaviour the Exclusion Policy and Guidelines will be followed. (Extreme bad behaviour includes actual or potential violence by the pupil towards other pupils or adults in the school community; seriously disruptive behaviour; conduct which will endanger the safety of others in the school or the pupil concerned; significant racial abuse and significant harassment or intimidation of pupils or staff.) Please refer to the Exclusion Policy.

N/B Please refer to the EYFS Policy for specific guidance on classroom sanctions in Foundation Stage.

These sanctions will be discussed and/or displayed in each classroom.
In the case of serious misdemeanour the earlier stages may be omitted.

Lunch Playtime Procedures to address poor behaviour

Each new playtime is a new start.

1. A verbal warning is given.
2. If the behaviour continues or another similar incident occurs, this is recorded on a sanction slip that is given to the teacher either directly or through the school

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office at the end of lunchtime. The Head will be informed and record the incident in the Behaviour Log.

3. If the behaviour continues or another similar incident occurs, the child is sent to their class teacher and misses the rest of the playtime. Parents will be informed verbally at end of day.
4. If a child is sent to their teacher more than twice in any week the Head teacher will be informed and any necessary action taken.
5. A letter will be sent home for persistent or serious misdemeanours

Children who miss a playtime as 'time out' will either, as appropriate, spend the time outside watching others play or will be supervised inside by a teacher.

In the case of serious misdemeanour the earlier stages may be omitted.

Sanctions

The school makes use of a variety of sanctions to enforce the school rules. They should be applied fairly and consistently to all pupils, taking account of all circumstances including the child's age, and the situation. They will include:

- Informal and verbal warnings
- Removal from their place to nearer the teacher, or to sit on their own
- Withdrawal from a particular activity or group, e.g. planning time/ class rewards (Foundation stage and Key stage 1)
- They may be asked to repeat work if it is below their expected standard
- The withdrawal of break or lunch-time privileges
- Short period of time in other class
- For more serious and repeated low level disruption longer periods of time working in other class to complete work and remove child from negative situation in the class may be appropriate
- Use of break/ lunchtimes to complete work
- Sitting outside of the staffroom during playtime
- School based community services or imposition of task eg cleaning mess caused by bad behaviour, help clearing lunch hall.

Punishments that are humiliating or degrading will not be used.

Also punishments that withdraw children from their educational entitlement are not to be used unless the behaviour infringement breaks specific rules for that curriculum area eg missing swimming for poor or dangerous behaviour whilst attending swimming or not attending field trips due to poor, dangerous or erratic behaviour with a possibility of causing concern for safety.

Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

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All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with initially by the member of staff present, escalating to a class teacher and headteacher where necessary. All incidents are reported to the headteacher and racist incidents are recorded and reported to the governing body and local authority.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting incidents is:

1. Any discrimination witnessed by an adult must be challenged immediately.
2. Details of the incident are recorded by the member of staff that it is reported to.
3. These details are passed to the Head (or Deputy Head if the head is not available)
4. The Head/ Deputy will investigate and record findings.

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5. If discrimination is found to have taken place, both the parents' of the victim and the perpetrator will be informed.
6. Actions will be taken to address this issue with the individuals involved and through Circle Time, PSHE lessons, assembly etc with the rest of the year group.
7. The incident will be reported to the Governors and the local authority.

Serious Incidents

1. At all times there will be a "Serious Incident" clause which allows all the previous steps to be bypassed. This will involve the Head Teacher and parents/carers.
2. Hambrook does not tolerate bullying of any kind. Where bullying is alleged or suspected, we will act immediately to try to ascertain the facts, and then we will respond accordingly. (please refer to the Anti-bullying Policy)
3. South Gloucestershire Council has a clearly defined Exclusion Procedure, which we endorse and will enact in serious cases.
4. Teachers at Hambrook will intervene physically to restrain children or to prevent injury to a child or adult, or if a child is in danger of hurting him/herself. These actions are in line with the DFE guidelines on the restraint of children, and the school's policy.
5. If behaviour is deemed dangerous and the safety of the pupil or others cannot be guaranteed, withholding participation in any school trips or sports events may be necessary.

Sanctions for serious incidents

Sanctions for serious incidents will largely depend on the nature of the infringement but may include

1. Working in the Headteacher's room
2. Internal exclusion
3. Calling in additional services to assist in modifying the behaviour.
4. Fixed term exclusion
5. Permanent exclusion

Low level disruption

By far the most difficult form of bad behaviour to deal with in the class is low level disruption. This is usually perpetrated by an individual or a small group of children in direct challenge to the authority of the teacher. This behaviour can have very negative effects on the quality of learning and teaching in the class and is to the detriment of the whole class. Therefore it will be taken seriously and addressed appropriately.

An action plan and agreed procedures/protocols for rewards and actions will be agreed to manage the behaviour of these children. Children who persist in low level disruption will need sanctions and rewards that ultimately will modify their behaviour. A balanced focus must be kept on negative sanctions and positive rewards. Parents/carers will be informed and will be part of the monitoring and modification of behaviour.

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Behaviour outside school

Bad behaviour outside school will be disciplined if pupils are;

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

or

- it has repercussions for the running the school
- it poses a threat to another pupil or member of the public
- it affects the reputation of the school.

Firstly, however, if poor behaviour occurs outside school parents/carers will need to be informed as they will be part of the disciplining of their child.

Malicious accusations

Children making malicious false accusations against school staff will be viewed as a serious breach of discipline and therefore sanctions used will be the same depending on the nature of the accusations.

Confiscation of inappropriate items

Staff members have the power

"to confiscate, retain or dispose of pupils property as a punishment so long as it is reasonable in the circumstances. The law protect teachers from liability for the damage to, loss of any confiscated items provided they have acted lawfully." (Behaviour and discipline in schools 2014).

Teachers have the power to search without consent for prohibited items including, knives, lighters, matches, stolen items, or other items expressly forbidden by the school.

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Children with behavioural difficulties must have clear procedures / protocols specifically designed for their needs supported by this policy. External advice must be sought and acted upon. It may mean that there are inconsistencies between the school policy and specific procedures/ protocols however what is in the best interest of the child will determine how they behaviour is best managed. Good practice means all adults involved with the child need to be aware of the procedures/ protocols. Parents/ carers must also be involved and procedures/ protocols shared.

School Uniform Policy

Children, with the support of their parents, are expected to follow the School Uniform Policy. When this does not happen, unless there is an acceptable explanation, the following actions will be taken:

1. The child and parent will receive a warning from the school.

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2. On the second occasion the head teacher, or person authorised by the head teacher, may ask the parent to remedy this breach of the school's rules on appearance or uniform. When making this decision the school will consider the child's age and vulnerability, the ease and time it will take, and the availability of the child's parents. Where this is not a sensible course of action, the child may be asked to wear spare items of school clothing that do adhere to the policy.
3. If the child continues to breach uniform rules the Governors may send a written warning to the parents.
4. If school is considering excluding a child in response to breaches of uniform policy then this will be in line with the legal requirements for exclusion.

Role of the Class Teacher

1. It is the responsibility of all teachers and staff supporting the class teacher to ensure that children behave in a responsible manner at all times e.g. walking to swimming, assemblies etc.
2. Class teachers should ensure that class rules are regularly discussed with the children, displayed and enforced.
3. Class teachers must have high expectations of the children, both in standards of work and behaviour.
4. The class teacher should enforce the class rules fairly and consistently, and treat all the children in their care with respect and understanding.
5. The system for dealing with "Rule breaking" should be used fairly and consistently.
6. The class teacher should liaise with parents and carers sooner rather than later.
7. Whenever necessary, the class teacher liaises with external agencies to support the child.

Role of other adults

1. All adults employed in the school have a responsibility for translating school policies into practice and should, therefore, adopt the school's approach to behaviour and discipline.
2. Teaching Assistants, following school guidelines and guidance from the class teacher, will provide backup to the teacher when dealing with disruptive or potentially disruptive behaviour from a pupil.
3. Lunchbreak Supervisors will follow the school guidelines - praise and use of informal warnings before verbal warnings become necessary.
4. Behaviour and discipline should be part of the spiritual, moral and social education in school - aspects of this can be found throughout the curriculum.

Role of the Head Teacher

1. Under the School Standards and Framework Act 1998, the head teacher is responsible for taking measures to secure good behaviour.
2. The head teacher has the duty to ensure that the School Behaviour and Discipline Policy is applied fairly and consistently throughout the school.
3. The head teacher is responsible for the health, safety and welfare of all children and staff in the school.
4. The head teacher will support staff in the implementation of the policy.

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5. In the case of serious incidents, the head teacher has the right to exclude pupils, and the South Gloucestershire Exclusion Procedures will be followed.

Role of Governors

1. The Governing Body has the responsibility of drawing up and keeping under review the school's Behaviour and Discipline Policy.
2. The Governing Body has a role in reviewing, as the need arises, the head teacher's exclusion decisions.
3. Governors must establish a Discipline Committee to consider the exclusion of a pupil.

Role of Parents and carers

1. At Hambrook we wish to have a supportive and positive partnership with parents/carers, so that children receive consistent messages about behaviour at school and at home.
2. Parents/carers should co-operate with school and support school policies to improve behaviour.
3. We hope that, when the school has punished a child using reasonable sanctions, parents and carers would support the actions of the school. However, if parents and carers have a concern about the way that their child has been treated, they should initially contact the class teacher and discuss the matter. If they remain concerned they should then contact the Head Teacher. If the concern remains they should contact the Chair of Governors.

Monitoring

1. The head teacher will monitor the effectiveness of this policy on an ongoing basis and will make recommendations to the Governing Body whenever it is considered appropriate; at least annually.
2. The class teacher records significant minor incidents.
3. The head teacher will record incidents where a child is sent to her on account of significant bad behavior or when he/she has been sent to another class.
4. Serious incidents - children who are receiving support from outside agencies, and children on Individual Education Plans (IEP) or Personal support Plans (PSP) will need more detailed, regular and specific monitoring.
5. Records of all exclusions are kept and reported to the governors.

Reference;

Behaviour and discipline in schools DFE February 2014

Education act 1996

School standards and framework 1998

Education act 2011

Schools (specification and disposal of articles) regulations 2012

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