



Southridge First School

Promoting Positive Behaviour Policy and Discipline Policy

This policy was reviewed and approved by the Governors in May 2018

It will be reviewed in Summer 2020.

Vision

To create a safe, secure and caring environment in which our children can become self motivated, happy, healthy and confident learners.

Principles underlying the Policy

Our policy for positive behaviour is based on the rights and responsibilities of everyone within our school. We all have responsibilities in maintaining this policy and ensuring its success. This policy has been written using DfE Guidance Behaviour and Discipline in Schools July 2013.

<http://www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline-in-schools-a-guide-for-headteachers-and-school-staff/guide-for-heads-and-school-staff-on-behaviour-and-discipline>

Children's responsibilities - Children will be expected to

- conduct themselves around the building in a safe and sensible manner
- be willing to learn and complete work in the manner required
- allow others to learn
- co-operate with staff, following reasonable instructions
- show respect for the opinions and beliefs of others
- to take care of everyone's property and the school environment
- to do their best
- complete homework tasks
- follow the school rules

Children's rights

- to be treated with respect
- to be safe
- to learn
- to be listened to

Teacher responsibilities - Teachers will be expected to

- enable all children to learn
- seek out and celebrate improvements in learning
- treat children and other adults with respect
- create a positive classroom environment in which children feel safe and able to learn
- enhance children's self esteem and develop their full potential
- provide a challenging, interesting and relevant curriculum
- use rules and sanctions clearly and consistently

Teacher rights

- to be treated with respect
- to be able to teach without hindrance
- to be listened to
- to feel safe
- to be supported

Parents and Carers responsibilities – Parents and Carers will be expected to

- make their children aware of appropriate behaviour in all situations
- show an interest in what their child does in school
- talk to staff if they have any concerns about their child's wellbeing
- respond to concerns raised by staff
- support the school's behaviour policy

Parent's rights

- to be treated with respect
- to be kept informed about their children's progress and behaviour
- to have concerns taken seriously

Our School Rules

We are kind and helpful

We are honest and look after the school environment

We listen to each other

We move around school quietly

We work hard

We know how to keep ourselves safe

These rules are underpinned by our **five core values of friendship, kindness, honesty, responsibility and respect.**

Promoting Positive Behaviour

At Southridge positive and cooperative behaviour is recognised as an essential basis of high standards within the classrooms, playground and in the locality, and is expected as the normal and willing response - i.e. not through fear of punishment

At Southridge all staff:

- Understand and demonstrate the school's core beliefs about promoting children's self esteem and good behavior
- Model controlled and respectful verbal and non-verbal behaviours and treat children with warmth and respect in an age appropriate manner
- Use positive language to emphasise and praise desired behaviour rather than focus on negative behaviour
- Teach an emotional vocabulary so that children develop the language skills to help them recognise and understand their own and others' feelings
- Teach social skills of sharing, turn taking, giving and receiving compliments and giving and receiving criticism
- Plan lessons and activities are structured which are interesting, engaging and appropriately challenging
- Teach the language of co-operation, sharing, choice and consequences.
- Teach children safe use of equipment - sensible use of tools, materials, equipment – tidiness etc. honesty – respect for property.
- Teach children to identify with their own and others strengths and to recognise and value the diversity within their classroom
- Ensure that classroom routines are well known and established e.g. for entry and exit, sharing, returning equipment to reduce uncertainty and promote an appropriate climate for learning
- Ensure that our school and classroom rules are regularly discussed with the children and are displayed in a way which can be understood by all. In all classrooms we display our behavior code and core values.

- At Southridge
- School assemblies are used to develop children's social, emotional and behavioural skills, through reference to SEALS materials
- The PSHCE Curriculum is used to establish whole school ownership of this policy
- Positive behaviour in corridors, playground, the dining room and out of school is noted and celebrated
- Cooperation and helpfulness – holding doors open, helping younger pupils – helping others is the expected norm. So too is good manners and courtesy – excuse me, please, thank you, welcoming visitors – greetings.
- Achievement / Celebration Assembly at which children are nominated for a 'Headteacher's Award' is the vehicle to share positive behaviour, good work, success with the whole school
- Opportunities are provided for children to take on responsibility and demonstrate social responsibility e.g. Playground Buddies etc
- There are opportunities for staff to discuss and to contribute to the development of systems underpinning positive behaviour
- Parents and carers are aware of and contribute to our school's positive behaviour ethos

The Reward System

It is important that good behavior and achievement are rewarded.

- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and children
- Positive feedback and specific praise can be both 'public' and 'private'
- Oral and written praise is given to the children throughout each day
- All children's strengths are recognised and celebrated by staff
- Systems are in place for noticing and drawing to attention good or improved behavior, excellent work or effort etc. Each class teacher has their own 'special way' of celebrating good behavior, effort etc. e.g. silver stars, golden ticket, stickers and certificates ,marbles in the jar etc. Children like this uniqueness!
- Children are encouraged to share their achievement out of school by bringing in their medals/certificates to share in assembly or in class e.g. music/sport certificates
- Positive behaviour in extended school provision and out of school is noted and celebrated
- Each week we nominate children from each class for a Headteacher's Award to be given in assembly by the Headteacher/Leadership Team – for consistent good work or behaviour or to acknowledge improvement and acts of kindness etc.

Procedures for dealing with unacceptable behaviour

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).

Choice:

Sadly there will be times when children's behaviour is unacceptable. Children need to be encouraged to make choices about their behaviour and take responsibility for their own actions. Choice will be guided by their responsibilities and will lead to positive or negative consequences according to the nature of the choice.

Consequences:

Children will know the consequences of sensible or inadvisable choices. Responsible choices lead to positive consequences, while children who choose to behave inappropriately there will be a known negative consequence.

Minor incidents are dealt with by the class teacher in a caring and supportive manner. The class teacher treats each child fairly and applies the behaviour code consistently. The teacher treats all children in their class with respect and understanding.

Generally children simply need to be made aware that they are responsible for their own actions and choices and that inappropriate behaviour may result in negative consequences.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own to help them concentrate.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. If they fail to do homework without an explanation from home we may ask them to do it at a supervised breaktime.
- If a child is disrupting learning the teacher verbally reprimands him or her. This is done quietly but firmly.
- A warning is given

We have a visual system in place to help remind children of our expectations, rewards and sanctions

Persistent incidents or incidents of medium severity would incur further sanctions.

Unacceptable behaviour in this category includes not following instructions, being rude to the staff, not being sensible with playtime equipment, verbal aggression to another child, pushing and shoving in lines, telling lies, going out of the play time boundaries, being continually off task in lessons.

If a child misbehaves repeatedly or displays unacceptable behavior of medium severity the class teacher seeks help and advice from the Key Stage Coordinator. These incidences must be logged by the Coordinator.

Sanctions would include

- Meeting with the pupil
- Loss of playtime (supervised)
- In some circumstances we may move the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. In this instance they would work in the Coordinators class
- The class teacher may also contact a parent if there are real concerns about the behaviour or welfare of a child.

Serious incidents are dealt with by the Key Stage Manager and the Headteacher.

These may include

- Physically hurting another child
- Using inappropriate language
- Defiant refusal
- Deliberately disrupting other children's learning
- Deliberately breaking or damaging school property
- Deliberately doing something that might be dangerous to another child
- Telling lies to get others into trouble
- Saying words which hurt someone – about their size, colour, religion etc.
- Stealing
- Bullying

Sanctions may include:

- Child sent to Headteacher
- Temporary withdrawal from the classroom for a short period of time– child may work with the Headteacher
- Loss of privileges
- Discussion/meeting with parents/Headteacher to support improvement in the child's behaviour
- A 'Daily Report' which is shared with parents may be introduced.
- A programme to support improved behaviour with short term targets for improvement may be implemented
- All incidents will be recorded and kept in the Incident File in the Headteacher's Office.

Very serious breaches of discipline

These could include

- persistency of the above
- serious incidents of bullying
- inappropriate contact
- racial/sexual harassment
- serious fighting
- bringing an offensive weapon to school
- involvement with drugs or alcohol
- physical aggression to a member of staff will be treated with the utmost severity

may result in discussion with the Governing Body and the procedure for Exclusion being followed.

Support for children whose behaviour indicates significant problems

At Southridge First School, the children are generally very well behaved. Our positive behaviour management usually results in a harmonious learning environment. However there are occasions when a child's behaviour is particularly challenging. Staff should bear in mind that there may be a variety of circumstances – emotional and social etc which are connected with poor behaviour.

Support should be sought as early as possible from within school or from outside agencies such as the BASS team, Education Psychologist, CAMHS, Social Services etc. The Headteacher and SENCO will initiate this support. In all cases parental involvement is essential. Strategies may include:

Circle of Friends/Time to Talk schemes

- A TA works to support and encourage pupils who are experiencing difficulties working with others

Placement on the SEN Register

- Pupils on the register are monitored by the SENCO and appropriate interventions are put in place. Pupils have an Individual Behaviour Plan with targets set and the school's interventions are stated.

Involvement of Behavioural Support Specialist Teacher

- The school buys in a member of the LA's Health and Well-being Team to work with pupils on an individual basis.

Placement in the Whitley Bay Pupil Referral Unit

- Short term placements are available for pupils for whom all other forms of support have been unsuccessful and who are in danger of exclusion.

Support available for staff to develop skills and confidence in promoting positive behavior

All staff are encouraged to attend CPD sessions led by the LA on positive behaviour strategies if they need support. Whole school behaviour may be addressed through INSET led by senior managers; the BASS team; PSHCE Co-coordinator etc as required.

Trainee teachers and NQTs will discuss positive behaviour strategies and implementing our behaviour policy during their induction period.

Lunchtime staff

At Lunchtime, supervision is carried out by a large team of Lunchtime supervisors. The Supervisors are made familiar with our behaviour policy, on appointment and through refresher training as required.

Supervisors are expected to maintain good standards of behaviour throughout the lunchtime period by encouraging safe and productive play. They are aware of the qualities of fairness, good humour and a light touch effect. However they can always call on the support of the Headteacher and Deputy on duty during the lunch break. Any unacceptable behaviour should be reported to the class teacher at the end of the lunch break.

Sanctions at lunchtime usually result in the loss of playtimes. Children are asked to sit at the outdoor tables or stay in the dining hall for periods of the lunch break, where they are supervised at all times.

All more serious incidents are dealt with by the Deputy Headteacher or Headteacher in the usual way.

Support available for parents/carers in developing their child's social, emotional and behavioural skills

School will work alongside any parent to support them in developing their child's social, emotional and behavioural skills. The Early Years staff promotes this type of support during their initial induction evenings with parents.

Parent Partnership classes e.g. PACT are organized for parents from time to time

Retaliation

The children understand that retaliation in any form would lead to a breakdown in good school behaviour. We ask parents to understand and support the fact that children are not able to 'hit back', but an adult will always assist and intervene with support. Listening carefully to both sides of a dispute enables the children to understand how the difficulties arose and reach a fair conclusion. We insist that the child takes responsibility for what he or she did, as opposed to what someone else did.

Reasonable force

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school. The actions that we take are in line with government guidelines on the restraint of children. (see separate policy)

Powers of search

Again, on extremely rare occasions it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or for any stolen property. These will be retained and returned to parents or pupils as appropriate or in extreme cases disposed of or handed to the police. This is related to the principle of the safety of all members of the school community and follows Local Authority and Government guidance. (see separate policy)

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. Depending on the severity of the incident pupils will be appropriately sanctioned for inappropriate behaviour outside of school this is when they are;

- 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.
- In all of these circumstances the head teacher will also consider whether it is appropriate to notify the police or local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Exclusions

The head teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. We are under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. The Local authority is under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Allegations of abuse

Allegations of abuse will be taken seriously, and we ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality. Staff will not be automatically suspended if they have been accused of misconduct, pending an investigation. Depending on the severity of the incident sanctions will be imposed for pupils who are found to have made malicious accusations against school staff.

Equal Opportunities

This policy conforms to the 2010 Equality Act to take account of all vulnerable groups referred to within the Act. In implementing this policy all staff must take account of the school's equal opportunities policies.

Responsibilities

The Role of the Headteacher

- It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school, and to report to Governors, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all 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.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions 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 Role of Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain our behaviour policy in the school prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Headteacher. If the concern remains, they should contact the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented

The Role of Governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring

- The management team and Headteacher monitors the effectiveness of this policy on a regular basis and also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. They Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. From time to time, parents and children will be involved in policy consultation.

When reading this Policy please refer to our

- Safe to Learn Policy

- Screening and Confiscation Policy
- Use of Reasonable Force Policy
- Home School Agreement
- Equality Policy
- Health and Safety policy
- Child Protection Policy and all other policies relating to the Safeguarding of Children

Staff have had training in:

- Supporting Children with Autism – whole staff led by Sue Wilson
- Supporting children with ADHD – led by Nigel Denyer
- Intensive training on supporting children with behavioural difficulties – TA Early Bird interventions – TA Joanne Stobbs, Carole Strong – led by Language and Communication team
- Safeguarding – Child Protection – all staff
- The role of the Lunchtime Supervisor – good practice – Lunchtime staff
- Working with children with ASD – Lunchtime staff and teaching assistants
- Understanding children’s behaviours – Attachment – TA

Equality Impact Assessment

1. Name of the change, strategy, project or policy:	Behaviour and Discipline Policy		
2. Name of person completing this form:	Sue Hall and Laura Heads		
3. Has the policy/practice been assessed to consider any negative impact on the key groups?			
<p>Yes. Our policy for positive behaviour is based on the rights and responsibilities of everyone within our school. We all have responsibilities in maintaining this policy and ensuring its success.</p> <p>This policy conforms to the 2010 Equality Act to take account of all vulnerable groups referred to within the Act. In implementing this policy all staff must take account of the school's equal opportunities policies.</p> <p>The School will fulfil its obligations to equality by approaching its practices in a fair and consistent manner.</p>			
4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.			
Equality Target Group (circle):	Negative impact – it could disadvantage	Reason	
Race	None		
Religion/belief	None		
Disability	None		
Gender	None		
Sexual Orientation	None		
Age	None		
5		Yes	No
Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.		NA	NA
Is the impact intended?		NA	NA
6 Could you minimise or improve any negative impact? Use the space below to detail how.			
NA			
7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?			
NA			
8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?			
NA			

PART B) To be completed when assessment and consultation has been carried out

9a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.				
9b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?				
The Governing Body will receive information periodically from the Headteacher regarding Behaviour and Discipline in school. This policy will be kept under periodic review.				
9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	✓	No	As described above