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## Behaviour, Discipline and Ethos Policy

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Name of Authorisation Signatory	<b>Chair of Governors</b> - Martin Butcher
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Responsible for implementation and monitoring	<b>Gary Spracklen - Headteacher</b>

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## The Prince of Wales School



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*...where every child matters*

# **Behaviour, Discipline and Ethos Policy (Including Exclusion)**

Adopted by the Governing Body on Monday 2nd September 2019

## INTRODUCTION

### **The Prince of Wales School: A Rights Respecting School**

In November 2008, our school was assessed as meeting the standards at Level 1 of the UNICEF Rights Respecting Schools Award. This built upon long accepted practice at the school about children's RIGHTS and RESPONSIBILITIES and that the school's behaviour policy should be fundamentally based upon RESPECT.

Activities developing the idea of being a Rights Respecting School are a fundamental part of the RAINBOW scheme of work which all year groups use to plan Personal, Social and Health Education, Citizenship, Sex, Relationships and Drugs Education.

Every year each class teacher leads a discussion about the creation of a CLASSROOM CHARTER that sets out clearly the expectations for the safe and happy learning environment in the classroom. Each class develops a visual display of the CLASSROOM CHARTER which is then shared with parents. These charters include aspects previously known as Golden Rules. Expected behaviours are expressed in terms of children's RIGHTS and their consequent RESPONSIBILITIES. Every RIGHT carries with it a consequent RESPONSIBILITY. This connection is then used as part of the school's behaviour management strategies. It is our aim that all staff will use the language of Rights Respecting Schools to deal with children's behaviour. For example, "You have a responsibility to listen to other children's ideas". "Every child has the right to learn without being disturbed. Show me that you are fulfilling your responsibility not to disrupt others!" "If you hurt another child, you are affecting their right to be safe at school."

The idea of Charters is also used to explore expectations at playtime and lunchtime and at all times. Charters also cover respect for all members of staff, parents, visitors and members of the public children may meet on trips. The language of Rights Respecting Schools should be constantly used by all members of staff, including midday supervisors and teaching assistants. There will be Charters for lunchtimes and playtimes which are displayed with photographs of positive images of behaviour.

The language of Rights Respecting Schools is always phrased in a positive way. Every member of staff has a responsibility to consider how their use of language might be interpreted: is it likely to be heard as reinforcing rights and responsibilities, as reinforcing a positive attitude or could the way we speak to children be seen as negative or damaging the child's self-esteem?

### **DASP Citizenship**

The school also participates in the Dorchester Area Schools Partnership commitment to the development of positive qualities needed by good citizens in a school, family and the local community. The School's Governing Body has adopted the Citizenship project as a model to guide the way in which it works and all members of staff should show commitment to its principles. The qualities below were developed by students in the partnership.

In our school these qualities are expressed visually as brightly coloured caterpillars each representing a different desirable quality.

1. caring(looking after other people)
2. considerate(looking after property and the environment)

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3. conscientious(working hard)
4. co-operative(working well in a team or with a partner)
5. confident(positive can attitudes)
6. communicative(willing to express themselves and offer ideas)
7. courteous(saying please,thank you,standing aside,holding doors)

In every classroom these caterpillars are displayed prominently and should be referred to during Jigsaw Time, and also to help praise children and to address shortfalls in behaviour.

Each week the class teacher should focus upon a different caterpillar or quality to concentrate upon and ask the children to see if they can demonstrate that quality. This should be displayed in the classroom.

Assemblies will often focus upon the Citizenship qualities.

Citizenship stickers are used daily. Each half term, seven children are chosen to be awarded Citizenship Certificates.

Each year in the summer Citizenship awards will be made at a special awards ceremony and the children should be involved along with class teams in selecting the child who has most consistently demonstrated all the seven Cs, with four or five children who will be highly commended.

Members of staff should be modelling these qualities constantly. One way is to use the language of citizenship when speaking to colleagues in front of children. "Thank you Mrs.... You are so conscientious." "What a co-operative team we are!" Staff should also praise children using the language of Citizenship. For example, "Thank you for being courteous".

"That's very confident of you." "Well done for being so co-operative."

### **Social and Emotional Aspects of Learning**

The SEAL programme is at the heart of the Jigsaw scheme. It is designed to support children to recognise and express their emotions and to develop their social skills. It is a whole school approach following an agreed sequence of units of work. These are the subject of school assemblies as well as the focus of Jigsaw Time.

It is expected that there is a display of the current SEAL Unit of work with information about what the children are learning that week. SEAL sets targets which can be used for assessment.

There are seven themes:

1. New Beginnings
2. Getting On And Falling Out
3. Say No To Bullying
4. Going for Goals!
5. Good To Be Home
6. Relationships
7. Changes

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In the course of following the SEAL scheme, issues linked with positive behaviour and approaches to bullying can be constantly addressed.

**It is expected that the three aspects outlined above (Rights Respecting Schools, Citizenship and SEAL) will inform all approaches to behaviour management strategies at The Prince of Wales School and the language associated with one of the three projects should be practised and incorporated into all staff interactions with children.**

### **Essential Principles**

Every child has the right to come to school to work and play without disturbance or disruption by others.

Every individual has the right to be treated with care and respect, with individuals being valued for who they are, regardless of their ability, gender, race, sexual orientation or background.

Every individual has a duty to treat others with care, respect, sympathy and understanding and appreciation for their strengths and weaknesses.

Every individual has a responsibility to take a sense of pride in the school, its resources and all members of its community.

These principles apply to children and all members of staff.

Rights in any community carry equally important responsibilities and duties in order for the community to function. Children and parents and teachers and other staff all have rights. They also have responsibilities and duties.

Learning to be a decent citizen starts at school and it starts with children learning that their individual rights need to fit in with the rights of the community as a whole: i.e. the need for a school to be an ordered environment where all people are respected.

### **Our expectations of adults working at the school (please refer to Staff Handbook)**

Adults treat children with respect, sympathy and understanding.

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Different opinions are encouraged, respected and discussed. All contributions and ideas are valued and welcomed.

However, all staff are expected to maintain loyalty to the school, and carry out its policies.

Adults welcome visitors and the community. The school is accountable to the community. The classrooms belong to the parents as much as they belong to the teachers. Fundamentally, they belong to the children.

Adults treat parents as equal partners in the educational process.

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Parents have a right to:

- information about the curriculum
- information about individual progress
- information about their child's behaviour
- a listening ear and a positive welcome
- a voice in decisions about their child's education

Parents of children on the unit roll can expect special treatment in these areas, including when educated in a mainstream base. Particular attention needs to be paid to keeping these parents informed, welcomed and supported.

Class Teachers and the Headteacher are always available for parents. The first point of contact for parents' questions, concerns and worries is the Class Teacher.

Class Teachers have a responsibility to ensure that other adults working in the school eg assistants, lunchtime supervisors, parent helpers are treated with the same respect. They also have a responsibility to insist on our expectations when the class is taught by a supply teacher. This issue is fundamental and needs to be constantly reinforced.

All adults are expected to set high expectations in their own behaviour:

- be smart and appropriately dressed for the job
- be punctual
- be organised
- be positive and enthusiastic
- smile
- take an interest in others
- be calm and quiet with children
- be polite; don't interrupt children
- say thank you and please to children

Teachers should also:

- listen to children

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- treat children fairly
- never jump to conclusions
- never accuse a child of a wrong doing without evidence
- see both sides of an argument
- distinguish between serious and minor offences
- never give a dog a bad name
- give more attention to good behaviour than bad
- take notice of children when they are well behaved
- welcome all children and take a genuine interest in them
- set realistic and achievable targets for improvement and praise after a short period of time
- praise small changes in behaviour
- be lavish with praise and rewards
- use sanctions when behaviour affects learning
- be neat and tidy in classroom organisation
- be in class before children
- thank parents for their time, interest, visit, involvement (no matter how much they feel criticised).
- try to make personal contact with parents regularly, especially by praising their child's work or attitude
- show parents how well they know each child
- contact parents early over any concerns about progress, attitude or behaviour to involve the parents in overcoming a problem before it becomes major.
- keep the headteacher informed about concerns

It is essential that teachers are positive about dealing with parental concerns:

- keep channels of communication open
- involve the headteacher

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- be ready to listen
- be ready to justify school policies
- be ready to inform parents about how we do things
- be ready to act upon parental concerns which may be legitimate
- be ready to compromise

However, no teacher should put up with aggressive or rude behaviour from parents. If the guidance above is followed, there is no excuse for such behaviour and the headteacher with the backing of the governors will inform parents quite clearly of this, if necessary by requiring all contact with the school to be through the headteacher or even banning the parent from the school in extreme circumstances.

Whilst there may be all kinds of reasons for unacceptable behaviour by children which have nothing to do with school, teachers should be ready to reflect upon the reasons behind disruptive behaviour:

- Is the work too easy, hard, boring?
- Has the purpose been explained to the children?
- Is there a real purpose for the work?
- Is there a problem with the relationship between child and teacher?
- Has the work been sufficiently differentiated?

### **What can be done about this?**

Is the behaviour a demand for attention? If so can you give attention before the disruption?

Do not blame the home background: there may be problems but do not stereotype children because of their family situation. All this does is lower expectations. Set high expectations and children will rise to the challenge in behaviour and in work.

Children should be taught about appropriate noise levels: there are times when silence is needed and expected. There are times when discussion is allowed or positively encouraged. There are times when talk should be focused on the task in hand.

The teacher should ensure that the children know which is expected for each activity.

At the end of school, the classroom should be left tidy, the children should leave properly dressed, coats on, bags etc, the cloakrooms should be left tidy and the children should be dismissed in a controlled manner and reminded of the routine if their parent/carer is not there to meet them.

### **Our expectations of children's behaviour in the school**

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All adults should have the highest expectations of children's behaviour.

Our aims:

- children who are self-disciplined, self-motivated and self-controlled.
- children who are honest, polite, respectful and obedient.
- children who know the difference between right and wrong
- children who want to do well by working hard

In particular, children should know that stealing, telling lies, being rude, swearing, hurting others by word or action, racist, sexist abuse or abuse due to another's disability or comments, violence and aggression are all wrong and therefore totally unacceptable.

It should also be made clear that any action which disrupts other children's learning or enjoyment of play is unacceptable. This has implications for children learning to share, to wait their turn, to play by the rules, to consider the other's point of view and to accept that being in a large community requires them to conform to reasonable, agreed and negotiated rules.

To achieve this in our school we need a clear framework of external discipline. Children must know what the expectations are. Clear boundaries must be set. These need to be clearly explained and consistently and fairly applied across the school.

Every year in September, each Class Teacher discusses and agrees with the class the Class Charter for behaviour in the class, in the playground and around school. This Charter should include expectations of how children treat all adults in the school. These are shared with parents.

Each term this Charter is revisited and discussed so that they are constantly in mind.

The reasons behind rules are explained and the Class Charter is displayed in some way in the classroom.

These charters need to cover (in ways appropriate to the age group) the following ideas, and they should focus upon the positive behaviour we expect rather than the negative, i.e. walk in the school, rather than do not run.

Children should be:

- polite, well-mannered and courteous
- prepared to wait for attention
- prepared to listen to all adults and children
- prepared to respect other children's contribution, strengths and weaknesses, including physical

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- disabilities and learning difficulties
- hard-working
- on-task
- positive about their work
- obedient
- tolerant, caring, helpful, respectful of the efforts of others
- trying their best at all times
- aware of the effect of their attitudes upon other children's self-esteem
- walking calmly around the schools, including in the cloakroom, toilets and when unsupervised
- respectful of equipment, other people's belongings, other children's work, displays, the school environment, including the toilets
- taking a pride in their work and the work of their class
- ready to greet visitors politely
- prepared to stand aside from a door for adults, children with mobility problems to let them pass
- responsible for their own belongings and for their own work and for tidying away class resources
- greeting people with a smile
- able to get on with work independently, engaging with the work and maintaining concentration.

This does not mean 'learning on their own'. It is about an expectation and a classroom organisation to ensure that children will have strategies, attitudes and skills to get on with their work without needing constant supervision from a teacher or assistant. (eg looking up a word in the dictionary, getting equipment as needed). Teachers should refer to the section on Effective Teaching in the Staff Handbook.

### **Our approach to bullying**

The Education Act 2011 sets out requirements for all schools to prevent all forms of bullying. These arrangements should be regularly shared with all staff, pupils and parents.

### **What is bullying?**

**"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text message or via the internet), and is often motivated by prejudice against particular groups, for**

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**example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”**

Every school has instances of behaviour which upsets, disturbs, disrupts and denigrates other children. Any behaviour which affects the learning or attitudes to school of any other pupil is bullying. At first school this can include behaviour where the child is not really aware that his/her behaviour is causing any distress.

Our approach will be based upon the ideas outlined above.

There will be a positive response to bullying. Bullying is a serious issue. It cannot be ignored. Bullying must be addressed. Bullies must have the consequences of their behaviour pointed out to them at an early stage.

Bullying can take the following forms:

- verbal abuse
- verbal belittling
- physical threats
- physical assault
- exclusion
- gangs which exclude and isolate
- racial abuse
- homophobic abuse
- cyber-bullying

It is especially important to be aware of the form of bullying which belittles and denigrates academic achievement.

Most unfortunate behaviour at first school, which parents might see as bullying, is actually about children coming to terms with playing and working together. The child accused of bullying may have a totally different view of the 'game'. These incidents need to be addressed just as seriously as they affect other children's attitudes to school. However, a balance needs to be struck between the need to investigate incidents at lunch and play times and the need to get on with teaching and learning. Children need to be taught how to communicate very clearly their views about a situation (eg 'Look I don't like this game, please stop it', or 'You are upsetting me, please stop it' or 'I don't like this game; if you don't stop it I will tell an adult') and also that they must tell an adult immediately. It is no good the child who has been upset waiting 25 minutes to tell the class teacher: this disrupts learning and teaching and does not address the problem. Children need to be encouraged to tell an adult at the time of the problem. The adult then needs to act upon this child's concern seriously and immediately, if necessary by calling upon a senior member of staff at the time. It is essential that problems at playtime and lunchtime are dealt with at playtime and lunchtime: they must not be allowed to intrude upon teaching and learning time.

## **Approaches:**

- never tell children not to tell tales
- encourage children to talk about things if they are upset
- talk with the victim: encourage them to talk about it, to tell, to be assertive towards the bully without resorting to violence.
- find out both sides of the argument: do not jump to conclusions.
- talk with the bully: do not shout or threaten but explain:
  - Victim's feelings
  - How would you feel?
  - Consequences of actions (see Sanctions)
  - Dig out motives
- aim to get the bully to realise that what they have done is wrong, but they can change their behaviour.
- encourage a genuine apology ('I am sorry for what I did and I will try not to do it again).
- involve headteacher so that serious incidents can be immediately shared with parents

All incidents of behaviour that are treated as Bullying or could be perceived by a parent as Bullying, must be recorded in the Behaviour Incident Book.

## **Our expectations of parental support for this policy**

Our whole approach to good behaviour is based upon a partnership with parents. Parents will always be informed if we have any concerns about their child's behaviour so that we can work on it together. The school expects parents to be fully supportive of the school's approach to good discipline: this means reinforcing the Classroom Charters, encouraging children to behave well and supporting the school when standards of behaviour are deemed unacceptable. We expect that parents will back up any use of sanctions in the knowledge that our approach is always fair, consistent and based upon respect for the child. It is the behaviour we criticise not the child. If parents do not support the school's approach to discipline or use of sanctions for their child, then the whole notion of partnership is in jeopardy and it may even be necessary for parents to consider whether this is the right school for their child. See Home/School Agreement which the government now requires schools to ask parents to sign.

## **Rewards**

Our approach to positive behaviour is based upon the use of praise and rewards. This is organised in a systematic way.

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See guidelines for certificates.

## **Sanctions and behaviour management strategies**

The Education Act 2011 sets out new powers and expectations for ensuring good behaviour in schools.

All staff have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

All staff can impose punishments as specified below leading up to permanent exclusion. Staff have a right to search pupils.

Staff have a right to use “reasonable force” to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. (see Section below on Use of Reasonable Force)

The Education Act 2011 clearly sets out an expectation that parents have a role in making sure their child is well-behaved at school.

There will always be children who find high expectations difficult. Remember that it is the behaviour which is naughty, not the child. There must be consistent application of sanctions to reinforce our positive approach.

- teacher disapproval
- headteacher referral
- limited removal from class (very short period, 1 minute rising to 5 minutes for Year 4) “when you are ready to join in properly you can come back in”
- retention at lunchtime/playtime to complete work if behaviour has disrupted attention
- withdrawal of a play period
  
- withdrawal of right to attend club
- discussion with parents
- removal of child from school at lunchtime
- removal of child from music tuition group if there is misbehaviour on more than one occasion a term (fees will be repaid).
- withdrawal of privilege to attend a visitor event or trip out if behaviour would be an unacceptable

Please note section below about Behaviour Incident Books for recording use of these sanctions.

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### **Please note sanctions that are not acceptable:**

- physical admonishment: please note that staff open themselves to disciplinary and/or criminal proceedings if this is used. But ... see section on Use of Force to Restrain Pupils.
- withdrawal of a particular lesson e.g. PE
- punishment of a whole group for the behaviour of an individual or a group
- punishment which belittles, demeans or bullies
- failure to follow instructions or to produce work when the SENCO agrees this could be a direct result of a special educational need
- lines or extra work (we do not want children to see work as a punishment)
- although detention of pupils after school is legal (previously giving 24 hours notice, but now no longer requiring parental consent or notice), it is the policy of the school that this sanction will not be used

Incidents involving violence and extreme rudeness and stealing must be passed on to parents. The headteacher must be involved.

Bullying which is not just an isolated incident must involve the parents and withdrawal of playtimes/lunchtimes for a week.

### **Please see section on exclusions.**

Most problems involve repetition of minor disruptive behaviour eg calling out, constant fidgeting, inattention, interfering with classmates, lack of cooperation, failure to follow instructions immediately, slow speed of settling to tasks. These problems are more difficult to deal with. Class Teachers will need to make a decision at which point parents need to be involved. The following strategies for improving behaviour may also need to be employed. The headteacher should be aware of all children for whom such strategies are being used, as should parents. Children for whom such strategies are necessary should certainly be on the Code of Practice at School Action and have Individual Education Plans, which address their behaviour. IEPs may be replaced by use of any of the strategies suggested below. Parents certainly need to know of these targets and to approve of our approach. We now need to use the Behaviour Incident Books to record the frequency of these behaviours to be able to assess next steps.

### **See Procedures for Children with Emotional/Behavioural Problems.**

These procedures must be followed before accessing the Behaviour Support Teacher/Assistant employed by DASP.

### **Behaviour improvement strategies:**

Please remember that most children with behaviour problems have problems of self-esteem and this should be taken into account in our approaches:

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- provide regular and consistent feedback
- catch them being good
- learn to spot the moment before they misbehave and redirect their attention, eg by giving them a responsible job
- praise them for good work and let parents know
- ask the headteacher to write a letter praising the child's behaviour to send home
- give whole group rewards for one individual's behaviour
- make sure work leads to success
- involve the child in routines: such children need to know what is going to be happening and this will help them to think ahead
- find ways to avoid difficult moments, eg if tidying away is a potentially difficult time, give the child a job which takes them out of the room
- encourage other children to tell good tales about the child
- use explicit language: "I am very happy with you because ..."  
"I am not pleased with you because ..."  
"That wasn't kind: you're normally a kind boy"
- make sure that assistants are also involved in praising and the consistent approaches, and are treated with the same respect as teachers

### **Logs of behaviour incidents**

All incidents of misbehaviour, either in the classroom or in the playground, that merit use of any of the sanctions and strategies mentioned above, despite the consistent application of positive behaviour management strategies, must be recorded in the Behaviour Incident Books.

### **Exclusions**

Exclusion in our school will always be extremely rare because of the consistent application of the policies above. However, the school does need to have the use of exclusions as a final sanction where the welfare of other pupils and staff is put at risk by unacceptable behaviour.

**The Law and Procedures - Set out clearly in Dfes/0087/2003.**

### **Our School's Policy**

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Exclusions will only be considered at our school as a last resort when other strategies have been exhausted.

Examples of behaviour which may lead to consideration of exclusion are:

- violence or aggression to staff or children which does not improve with other strategies below
- persistent bullying which is causing other children distress where other strategies have failed to improve the situation
- persistent behaviour which continuously disrupts and disturbs the learning of others and which has not been improved by use of strategies below over a period of time
- harassment of other children on the basis of their abilities, disabilities, race etc which has not been improved by the use of the strategies below over a period of time
- deliberate damage to property, including children's work.

### Procedure

Before exclusion is implemented, various strategies, including the involvement of parents, must have been used and exhausted. The school will consider the extent to which it can rely on the support of the parents of the child concerned. The supportive and positive response of parents to incidents is crucial.

Where the school experiences problems with a child's behaviour of the kind set out in the list of examples at paragraph 2 above, the child's class teacher will consult with the headteacher. The Procedures for Dealing with Emotional/Behavioural Difficulties will be followed. The support of DCC Behaviour Support Teachers will be enlisted. If after this support, the problem persists a Serious Behaviour File will be opened which sets out clearly:

the behaviour to be improved and priorities to be addressed

- the rewards for improvement
- the consequences if it continues
- a way of recording the frequency of incidents (eg ABC chart, Log etc.)
- who is involved
- how parents have been informed

Within seven days of the decision to open a Serious Behaviour File a letter will be sent by the school to the child's parents or carer containing the following information:

- advising that a Serious Behaviour File has been opened
- identifying the behaviour to be improved

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- setting out the consequences if the behaviour continues, including the possibility of exclusion
- inviting them to a meeting to discuss the contents of the file
- advising them that they will be informed of their child's progress on at least a weekly basis for the period the file is open
- that once a child's behaviour is improved the file will be closed and this will be confirmed in writing.

### Summary Exclusion

In very rare and serious cases a child's behaviour may put other pupils and staff at immediate risk of harm. In such cases it will be necessary to exclude a pupil for one day without prior notice. In most cases, however, we would hope that a strongly worded letter to parents explaining the behaviour, its unacceptability and consequences of any repetition will be a more productive approach.

Only the headteacher has the power to exclude a pupil. Parents will be informed immediately by telephone or by letter of the decision to exclude the child and a meeting will be organised to discuss the situation.

Each of these cases should be judged on its merits; staff must ensure that they are fully aware of the facts, by taking written statements, before acting.

### The Use of Force to Restrain Pupils

See circular "Use of Reasonable Force: advice for headteachers, staff and governing bodies." This replaces "The use of force to control and restrain pupils-Guidance for schools in England."

This Guidance explains:

What is reasonable force?

Who can use reasonable force? When can reasonable force be used?

In our school, this guidance needs to be read alongside our Code of Conduct which is specific about what type of physical contact between adults and children is deemed acceptable and unacceptable.

When might it be acceptable for a member of staff to use "Reasonable force" at our school?

- to separate children found fighting
- to remove a disruptive or emotionally upset child from a classroom when other strategies have failed
- to prevent a child putting themselves in danger, for example, when crossing a road

Staff need to be sure that they feel able to restrain, control or remove a child without hurting the child or themselves.

ALL incidents of "Use of Reasonable Force" must be logged in the new Behaviour Incident Books which are kept in the classrooms, one for each class. This Incident Book will follow a cohort through the school.

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This would include occasions where a member of staff has deemed it necessary to remove a child from a situation by holding their hand and leading them away.

**Please refer to the School's Policy for "Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies".**