

Toll Bar Primary School **Behaviour and Discipline Policy**

1. Rationale

We need to establish good underlying discipline before we can promote learning. Discipline is therefore of paramount importance. We believe a clear structure of expected standards of behaviour and a positive, consistent attitude to discipline will help us to create a safe, happy school environment where children will be able to give of their best.

2. Aims and expectations

2.1 It is a primary aim of our school that every member of the 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 behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

2.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

2.3 The school expects every member of the school community to behave in a considerate way towards others. The Code of Conduct must be understood and carried out consistently by all children, staff and visitors. The code is as follows:

- Children to walk and speak quietly within the school building.
- No fighting or bad language
- Work targets to be met.
- Good manners and consideration towards all children and adults.
- Children to respect school and other people's property.
- Children to take care of the school environment.
- Children to sit still in assembly and not talk.
- Children entering school before 8.45 am to carry out the morning task.

2.4 Problems in any area of the code must be addressed as a matter of urgency. Staff must try to support any children who find it difficult to follow the Code of Conduct.

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- 2.5** Children must be shown the need for self-discipline and to be encouraged to improve self-discipline in all areas of work and behaviour.
- 2.6** We treat all children, whatever their gender or ethnic group, disability, fairly, equally and apply this behaviour policy in a consistent way.
- 2.7** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and the world at large.
- 2.8** The school praises and rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

3 Encouraging Appropriate Behaviour

- 3.1** SEAL and Miss Dorothy.com is embedded and delivered throughout the school.
- 3.2** Explain the reasons for rules/required standards – especially if this is a new demand for children starting school
- 3.3** Adults must always try to hear both sides of the story before apportioning blame. Children must believe that they will be treated fairly.
- 3.4** Work from big problems to small problems so that impossible demands are not asked of a child with behaviour problems.
- 3.5** Always look for good behaviour to praise rather than just commenting on inappropriate behaviour.
- 3.6** Mark work according to the marking policy. Always try to use written constructive comments.
- 3.7** Give children responsibilities to help show care of school property and the school environment.
- 3.8** Plan lessons to allow for a variety of tasks to reflect differentiation within each class for children with poor concentration as well as learning difficulties. We must try to provide opportunities for all pupils to succeed. Explain work requirements carefully.
- 3.9** Plan the use of support assistants to support children with poor concentration as well as learning difficulties.
- 3.10** Adults must set a good standard of behaviour with regard to dress, language, conversation matter, punctuality and relationships. Staff should

act in a friendly manner towards all pupils, giving positive responses to desirable behaviour.

- 3.11 The use of our Award system and Teampoints should be used to respond to and reward appropriate behaviour as well as good work.
- 3.12 To encourage appropriate behaviour, Circle Time is used to discuss and reinforce and diffuse situations.

4. Discouraging Undesirable Behaviour

- 4.1 Repeated poor behaviour and blatant disobedience of the Code of Practice must be punished. The graded framework of disincentives is as follows
 - removal to other classrooms to complete work
 - loss of playtime and lunchtimes to work with a member of staff
 - "time out" in the blue room (especially for behaviour problems)
 - sending to the Headteacher
 - Letter/phone call to parents requesting contact.
- 4.2 Displeasure over playtime behaviour must be shown by withdrawing part of playtime to have a period of time out. Discussion about their behaviour and the reason for loss of playtime must take place.
- 4.3 Children kept in at breaks should work with the appointed member of staff where they can be observed.
- 4.4 The use of threats can escalate a situation and is to be avoided wherever possible. Once a threat has been issued control is handed to the pupil and can lead to greater problems.
- 4.5 Children on behaviour sheets should take their record sheets to the Headteacher when ever there is a serious complaint or a succession of problems during one day. All children on behaviour sheets should take their sheets to the Headteacher on Fridays.

5 Rewards and punishments

- 5.1 We praise and reward children for good behaviour in a variety of ways:
 - staff congratulate children;
 - we award team points or stickers towards awards to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- 5.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Records of Achievement and success may be displayed on our achievement board.

- 5.3** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- 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.
 - 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 a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
 - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
 - If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- 5.4** The class teacher discusses the school rules with each class at the beginning of each term and as necessary if incidents occur. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.
- 5.5** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 5.6** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school 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 on the restraint of children.
- 5.7** Physical restraint may only be used if all other measures have failed and there is an immediate risk of injury to a pupil or member of staff or the risk of serious damage to the fabric of the building which may present a risk to other people. Staff who have been trained in Team Teach only restrain children to prevent injury or danger to the child, another child or an adult.

- 5.8 Physical restraint must cease when the risk of injury has passed. Physical force must not be used to enforce commands, minor rules or expectations.
- 5.9 There must be no element of punishment in the application of physical restraint. The degree of force must be the minimum required to control the situation and should be applied in such a manner to reduce rather than invoke further aggressive action on the part of the child.
- 5.10 All incidents requiring physical restraint must be reported immediately to the Headteacher.

6 The role of the class teacher

- 6.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 6.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 6.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 6.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.
- 6.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.
- 6.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 6.7 If a specific behaviour incident occurs staff must remain calm and dispassionate in order to remain in control whilst accepting that there will be feelings of personal hurt. The presence of an audience is to be discouraged as soon as possible.
- 6.8 Where appropriate communication about incidents can be done by another member of staff in a calming manner.

7. The role of the Headteacher

- 7.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 7.2 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.
- 7.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 7.4 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. (see Exclusion Policy for legal requirements)

8. The role of support staff

- 8.1 All support staff are expected to follow the school policies on behaviour and discipline. A copy of all related policies is kept in the support staff handbook.
- 8.2 Children respond to calm behaviour from adults. Rough voice responses, taunts and shouting may result in inappropriate responses from the child and lead to increased upset on both sides. Always seek immediate involvement of teaching staff to help to avoid this .
- 8.3 Support staff should always try to avoid touching a child unless it is necessary to prevent injury to a child or adult, unless they are Team Teach trained and asked to intervene.
- 8.4 All serious incidents of inappropriate behaviour should be reported to the classteacher and/or Headteacher straight away.
- 8.5 Once an incident has been dealt with it should not be allowed to affect future involvement with the child so that good relationships are fostered to help improve behaviour.
- 8.5 Praise for good and improved behaviour should be given to the child, and reported to the teacher and parents as often as possible to help foster good behaviour.

- 8.6 Look for and accept small steps of improvement – the longest journey is taken a step at a time!
- 8.7 Reward good behaviour with team points.

9 The role of parents

- 9.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. The role of parents in helping to foster good behaviour in school is vital. The emphasis of this duty is one that should be made to parents when their children start school.
- 9.2 We explain the school rules in the school prospectus and Home School Agreement and we expect parents to read these and support them.
- 9.3 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.
- 9.4 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 class teacher. 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.

10 The role of governors

- 10.1 The governing body has the responsibility of monitoring these guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- 10.2 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

11 Fixed-term and permanent exclusions

- 11.1 Exclusion is the strongest disciplinary measure the school has and should be rarely used. Refer to the Exclusion Policy for details. Only the Headteacher (or the acting-Headteacher) has the power to exclude a pupil from school.

12 Monitoring

- 12.1** The Headteacher monitors the effectiveness of this policy on a regular basis. She reports annually to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 12.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents of monitored pupils. The Headteacher keeps records of reported bullying and copies of letters to parents.
- 12.3** The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 12.4** 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.

13 Review

- 13.1** The governing body reviews this policy every two years. The 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.

Last Reviewed September 2008
Next Review September 2010