

## Behaviour and Discipline Policy

### 1 Aims and expectations

**1.1** 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, without fear of being hurt or hindered by anyone else. It aims to promote an environment where everyone feels happy, safe and secure.

**1.2** All adults in the school will ensure that the expectations are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour and become positive, responsible and increasingly independent members of the school community

**1.3** We treat all children fairly and with dignity and apply this behaviour policy in a consistent way, to support the development of self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

**1.4** All adults will recognise and model expected behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote positive and cooperative relationships, rather than merely deter anti-social behaviour.

**1.5** Adults in school will make themselves aware of and respect a range of cultural expectations regarding interactions between people.

### 2 Developing acceptable behaviours

#### INDIVIDUAL ACKNOWLEDGEMENT

- All adults acknowledge expected and improvements in behaviour through positive reinforcements and language.
- Stickers may be distributed to acknowledge individual achievements or behaviour.
- At the end of each day the teacher will choose one child to receive a 'hot spot' to take home and share their good news with their parents. This is given to children who have set a good example of behaviour throughout the day. The next day this child will have special recognition the following day.
- Each week we nominate a child from each class who is rewarded with a class 'Beanie' to take home for the weekend. This is given for a variety of achievements. This is celebrated in a whole school assembly.
- At the end of each half term children who have shown continuous positive behaviour may be rewarded 'Behaviour award card' to share their achievement with their parents.
- Children with 6 'Behaviour award cards' will be presented with a Gold star pin which they can wear on their uniform.

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#### GROUP ACKNOWLEDGMENT

- Each teacher and his/her class decide on a method to record whole class achievements, with subsequent rewards.
- Golden time takes place on a Friday afternoon. This is time for adults to develop positive relationships with the children through informal interactions through play or in a creative way.

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**2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring certificates, trophies and other achievements into school to be celebrated.

## Behaviour and Discipline Policy

**2.3** The school employs a number of methods to support and endorse desirable behaviour and to ensure a safe and positive learning environment. Methods will be used in a developmentally appropriate fashion, respecting individual children's level of understanding, maturity and needs.

- We expect children to take responsibility for maintaining a positive and safe learning environment. If they do not do so, they will be reminded of the expected behaviour using positive directional language (see examples appendix A).
- If the behaviour continues support may be provided by the adult with choices provided, eg: to move closer to the teacher, to move to an area in the classroom with less distractions. This aims to maintain the child in the classroom, time should be allowed for the child to make their choice without pressure.
- If a pupil consistently disrupts the learning they may be asked to remain behind after the session to discuss their behaviour through a constructive conversation (see appendix B)
- Consequences for unacceptable behaviour should follow the actions and be as immediate as possible and accompanied by discussion and support to develop expectations and reduce behaviours reoccurring.

### **Unacceptable behaviours include:**

Persistent disruption to learning

Swearing at children or staff

Use of abusive language

Violent and aggressive behaviour towards any member of the school community and visitors

Walking out of learning zones without permission

Bullying or intimidation of others

Ignoring requests from adults

Carrying offensive weapons or items which have the potential to cause harm

Inciting violence

Damage to property

Throwing equipment or furniture

Malicious accusations against school staff

Bringing the school into disrepute

*All allegations towards staff will be dealt with in line with the Allegations of abuse against staff policy.*

- Appropriate incident logs may be completed and parents informed verbally of isolated cases.
- If a child's behaviour escalates during a session and becomes a danger to themselves or others, or disturbs the lesson to the point of preventing teaching and learning from taking place they may be sent to another member of staff for a 'time out' lasting 5 to 10 minutes. During this 'time out' they will be required to write / draw their negative behaviour (5Ws / Action and consequences sheets) and what they should have done instead. This is discussed with the child at the end of the session with the adult enforcing the time out, through a constructive conversation (see appendix B). The adult in the 'time out' zone should not engage in behaviour management. They should provide a space for task completion only. Chronological form will be completed and filed in the class behaviour file for reference.
- Recurring problems will be tackled by staff in partnership with the child's parent(s), using objective observation records to establish an understanding of the cause, making note on a parent consultation form.(see appendix C)
- If disruptive behaviour is continuous the head teacher will be informed and a home / school book or target sheet may be put in place. This aims to develop positive habits of behaviour, sharing positive achievements of the day. Behaviour issues should be discussed with the parent without the child present. Communication around the child should maintain a positive focus to reinforce desirable behaviours. Support may be given to parents in developing children's positive attitudes and recognising achievements. School can exclude a child for a

## Behaviour and Discipline Policy

fixed period of time only in response to breaches of the school's behaviour policy, including for persistent disruptive behaviour including Academic disruption..

### **Academic Disruption/Interference:**

- Behaviours that interfere with an academic activity such as: persistently talking without being recognised; creating noise that obstructs the learning process; repeatedly interrupting others; maliciously or inappropriately mocking or ridiculing another's work or comments; speaking in an abusive or derogatory manner; engaging in acts of physical aggression (e.g., causing or threatening injury, physical or verbal intimidation, damaging personal/school property, throwing items), or deliberately engaging in other behaviours that have the effect of compromising the learning process.
- If a child threatens hurts, verbally abuses, makes malicious allegations which could cause damage to the welfare of a member of staff or bullies another pupil or staff member the head teacher / senior member of staff may be called to support and the removal of the pupil from the situation may occur. The parents will be informed. Persistent breaches of this, or any aspect of the policy, may result in a fixed term or permanent exclusion.(DFE Exclusion from school, academies and pupil referral units in England 2015)
- Techniques intended to single out and humiliate individual children will not be used eg: naughty chair, sending children out of the room by themselves.
- Adults will only shout or raise their voice in an emergency and if the safety of the child or others may be compromised.
- At any point during this process the pupil's behaviour will be recorded by the adult witnessing the actions. (see appendix D&E) These may be used in parent meetings or with external agencies to support and guide the progress of each child
- Any discussions about behaviour, should, where possible, take place in a 1:1 situation to enable pupils to maintain their dignity. It will always be made clear to the child that it is the behaviour and not the child that is unwelcome.
- Staff will attempt to focus all discussions on the behaviour exhibited not make it personal. The staff will aim to ignore secondary behaviours (unless these pose a danger to the child or others) which may occur during or following discussions, in order to remain focused on the initial behaviour.
- Following discussions with parents, if the negative behaviour continues, the child may be issued with a ticket. The ticket will be held for a week in KS1 and 2 weeks in KS2. If there are any extra activities, not linked to the curriculum, children holding a ticket may not be able to attend. This includes after school clubs.
- All discussions with parents will be recorded on a parent record form and signed.
- External agency support may be requested where behaviour issues continue to cause concern.
- Immediate exclusion may occur

**2.4** The class teacher discusses the school expectations with each class. 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. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

### **2.5** Rough and Tumble play and fantasy aggression

Young children often engage in play that has aggressive themes including weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying; although it may be inconsiderate at times and may need addressing through supportive discussions.

### **2.6** Hurtful Behaviour

## Behaviour and Discipline Policy

Young children will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, it is not helpful to label this a bullying. This behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. All children involved will be supported and behaviour will be addressed.

**2.7** The school does not tolerate bullying or abuse 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. All incidents of this kind are reported to the head teacher and the Authority. (see Anti-bullying policy). The unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.

**2.8** Adults in our school do not use or threaten physical punishment such as hitting, pushing or slapping 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 (see safe handling policy). The actions that we take are in line with government guidelines on the restraint of children.

### 2.9 Trips and Visits

All school trips and visits are deemed to enhance pupils' development and are not deemed as essential. Therefore the Head Teacher and Governing body of Shortstown Primary school reserve the right to refuse permission to those whose behaviour at school has demonstrated that they may endanger the safety and enjoyment of themselves or others.

### 2.10 Lunchtime Exclusions

Sometimes a pupil whose behaviour is disruptive during lunchtime may be excluded from the school for the lunchtime period. Parents will be informed if issues occur. Target cards may be introduced and support provided where possible. Exclusions may be implemented if no progress is made or if serious breaches of the behaviour policy occur.

A lunchtime exclusion is a fixed period exclusion and counts as half a school day for each lunchtime.

Lunchtime exclusions will not be made for an indefinite period and the school, with parents will endeavour to agree another way of dealing with the problem.

If a pupil is excluded at lunchtimes, the school will make arrangements for them if they have free school meals.

On going concerns at lunchtime will trigger requests for support from external agencies.

## 3 The role of the staff and Head Teacher

**3.1** It is the responsibility of the head teacher and staff to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

**3.2** Staff will take advice from outside agencies and follow up strategies advised, working with the inclusion manager to develop IEP's and / or behaviour plans to support individual children.

**3.3** Training will be undertaken to update and support staff to effectively maintain behaviour in school and fulfil the expectation of the Teaching and support staff Standards.

**3.4** Documentation will be completed in line with school expectations. Lunchtime supervisors give written details of any incident and hands a copy to the class teacher. The class teacher will then decide if further action is required.

## 4 The role of parents

**4.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

## Behaviour and Discipline Policy

**4.2** We explain the school rules in the school prospectus, and we expect parents to read these and support them.

**4.3** 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.

**4.4** If parents have any concern about the way that their child has been treated, they should follow the complaints policy.

**4.5** Parent who do not support the school in the behaviour expectations and policy may be subject to the use of parent contracts, or external advice will be sought.

## **5 The role of governors**

**5.1** 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 head teacher in carrying out these guidelines.

**5.2** The head teacher (Deputy in their absence) has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

## **6 Fixed-term and permanent exclusions**

**6.1** Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. This will be carried out in accordance to the **Exclusion Guidance from the DFE 2012**. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

**DfE guidance states in section 15 states**

**A decision to exclude a pupil permanently should only be taken:**

- **In response to a serious breach, or persistent breaches, of the school's behaviour policy; and**
- **Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school**

**6.2** If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

**6.3** The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

**6.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

**6.5** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

**6.6** When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

**6.7** If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling. 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.

## Behaviour and Discipline Policy

6.8 A reintegration meeting will be held on the morning the pupil is due to return to school. Targets will be discussed, to ensure the pupil is clear about school expectations. A referral to the Authority Behaviour Panel may be made following this meeting. Resources and support will be discussed and parent follow up meetings, to monitor progress, will be arranged.

*See DfE November 2013 - Parental responsibility measures for school attendance and behaviour Statutory guidance for maintained schools, academies, local authorities and the police*

## 7 Monitoring

7.1 The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

### Positive directional language - Appendix A

#### Behaviour

Start with expectations in the classroom – send them back, sit them down, allow quiet children to move to the hall.

*Consider tone of voice and body language – remain calm, decisive and respectful  
Use thanks rather than please -as instructions are not a request*

#### 1. Giving directions

Focus on the expected behaviour – Do rather than Don't

Eg: don't run please **x** rather = walk in school thanks

Or Remember our lunchtime rule for noise, thanks

Avoid questions

"Can you walk please?" instead try "You are running in school (*descriptive phrase*), walking in the corridor thanks (*directional cue*)"

Or: "Can you keep the noise down please?" instead try "you are making too much noise, quietly, thanks."

#### 2. Directed choices

I want you to give me the item or put it in your draw.

*Ignore secondary behaviours*

*Give 'take up time', then encourage*

Use when... then...

eg: No you can't ... because **X** rather: When you have tidied the game, then you may go on the computer

#### 3. Using questions

Avoid why? Or Are you.

Use the pupils name in a calm manner

Eg: Why are you not doing as I asked? **X** rather: Travis, I notice you are not ..., how can I help?

#### 4. Using Direct questions

## Behaviour and Discipline Policy

eg: I notice you are playing football on the playground (Give descriptive cue), What's the school rule about football? (ownership of the rule) – *ignore secondary behaviours, use partial agreement, encourage positive action*

Why...?, Are you...? **x** rather: what...?, How....? Where...?

### 5. Clarifying consequences

If you continue to... (descriptive phrase), then....(consequence) -calmly, quietly to the individual, follow through.

Eg: stop pushing in the line **X** rather: If you continue to push each other, then..... (Send back to seats if in the line, sit on another table, give time out)

Record persistent offenders – behaviour books

Remember to use the tokens & stickers for positive reinforcement

### **CONSTRUCTIVE CONVERSATIONS – Appendix B**

It is important and often worthwhile to follow up pupils' undesired behaviour through *Constructive Conversations*. These "chats" are designed to clarify what is happening in class time regarding the pupil's behaviour and should be undertaken away from the public audience that the catalyst craves. Throughout the process we must always retain the dignity of the pupil. Keep the tone positive and friendly, and avoid threatening body language. Any form of verbal pay-back is unnecessary and completely counterproductive.

There are a number of behaviour issues that should always be followed up such as:

- Pupils whose public behaviour is clearly disrespectful in terms of the class understanding of mutual respect
- Unprovoked rudeness towards others
- Continual refusal to follow rules, expectations and routines in class.
- Blatant task avoidance (note in this instance having a pupil complete unfinished work during play should be a result of a choice given during class time)

When keeping children back after class or at lunch they want partial freedom so they will be anxious or angry. We can hardly expect them to be leaping for joy at the prospect so ignore secondary behaviours of sulking etc. It is a good idea to give the direction to stay back just before break to avoid prolonged arguments and pupils' feeling of worry about what is to come.

A guide as to how to conduct a Constructive Conversation follows:

1. Address pupils' anxiety and anger by tuning into their feelings. By talking *with* the pupil not *at* them we emphasise respectful certainty rather than intentional severity in the consequential process.

Eg. "I know you want to be outside with your friends and you may be annoyed or upset but I just need to speak to you for a bit about your behaviour"

2. Focus on the incident by discussing/showing behaviour - mirroring is a powerful technique here but must be used with sensitivity. Always ask the child's permission.

Begin with: "Do you mind if I show you what you were doing/saying?" - follow up by briefly 'mirroring' the undesired postural, gestural, and tonal behaviour that was being displayed by the pupil during class. Pupils are often unaware of how their primary and secondary behaviours actually appear. We are mirroring what we actually see in a pupil's behaviour and how these behaviours affect the feelings of others and the expectation of respect and fair treatment.

By doing so we are able to clarify:

- what *we* mean by "rudeness"
- the classroom expectations affected by such behaviours

## Behaviour and Discipline Policy

-how positive working relationships are undermined through such behaviours

3. Give them a **right of reply**. The tone we seek to convey throughout is that of two way communication by trying to invite dialogue. At very least this demonstrates that we are not merely wanting to punish but rather come to a mutual agreement or solution that keeps the fundamental respect intact.

*Eg. "Thank you for listening and allowing me to have my say. Is there anything you'd like to say?"*

*Or*

*"Is there anything you'd like to share that would help me understand why you....."*

4. Briefly remind them what is expected next time by referring to class/school rules and expectations. Brief is key here. Be clear and conscience in summing up expectations and if necessary consequences of failing to meet these expectations. Pupils do not need a lecture.

5. **Seperate amicably**. Always leave the room with the possibility of a positive way forward and reinforcement that pupils' past behaviour will never be held against their character and that a fresh start is possible the minute they walk back through the door. We as the adults remember and we do not hold grudges.

### **Points for Consideration:**

-During a Constructive Conversation some pupils may offer you a cursory apology. No matter how insincere it may seem avoid responding with "You're not really sorry are you? You don't really mean it?" Instead accept the apology on face value.

-While it is good practice to ignore most secondary behaviours and indeed necessary in order to solve the primary behaviour concern, it is also good practice to follow up on overt and frequent expressions of secondary behaviour that work against the basic expectations of mutual respect. This can be distinguished from the initial Constructive conversation.

-Consider the ethical probity of one-to-one situations. The classroom door should always be left open so as to be 'visible' to others. Ask a colleague to remain within earshot or in the room if you feel is necessary

### **When following up with a pupil remember:**

- 'calm' self before 'calming' the child
- tune-in to how the pupil is probably feeling
- avoid rushing the dialogue
- use open body language and avoid crowding their personal space
- avoid arguing; keep the focus on the primary behaviour/issues
- adopt a pleasant, invitational tone (where possible)
- refer the pupil back to the agreed class/school rules and expectations
- allow a right of reply
- part amicably

Behaviour and Discipline Policy

Shortstown Primary School  
Parent Consultation form – Appendix C

Name of child

Date

Year group

People present

Concern

Agreed action and feedback

Signed

**Behaviour and Discipline Policy**