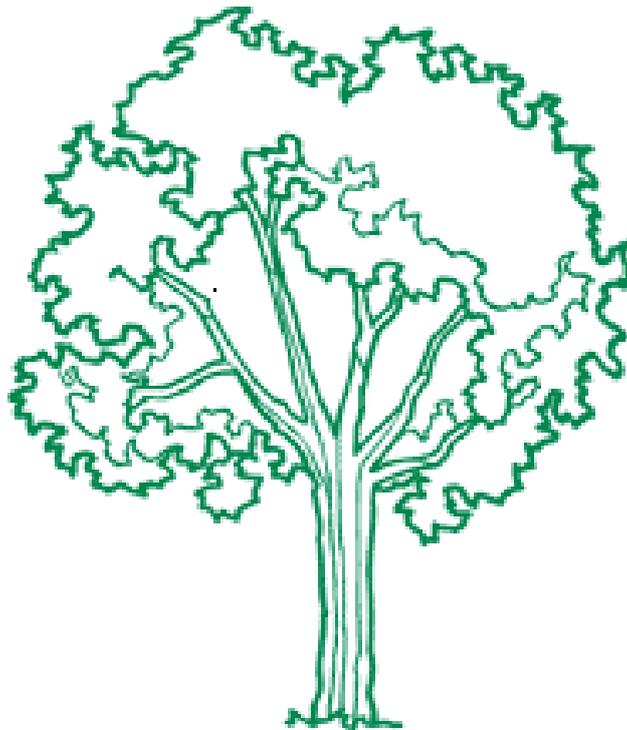


Eccleston Primary School



We value....we encourage..... we expect

Behaviour & Discipline Policy

May 2017

Behaviour and Discipline Policy

1 Aims of the school

- To provide a secure and happy environment in which effective learning can take place.
- To develop the potential of each child – academically, socially, physically, creatively and emotionally.
- To promote a caring community in which the children and staff have a sense of their own worth.
- To promote sensitivity, tolerance and understanding of others.
- To promote self-discipline and self-esteem.
- To provide each child with a course of study appropriate to his/her age and ability with the focus on Literacy and Numeracy, and an emphasis placed on technology for the 21st century.

2 Aims and expectations of the Behaviour and Discipline Policy

- The primary aim of the behaviour policy is as a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- The school behaviour and discipline policy is therefore designed to support the way in which all members of the school can live and work together in an effective, considerate and supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- At Eccleston Primary School we encourage respect for other people and their property, self-discipline, fairness and honesty. We believe children should have the right to learn and teachers the right to teach without any unnecessary interruption.
- The school has a number of school rules for individual classes, which are age appropriate, but which always come under the overarching Code of Conduct. These sets of rules are written with the children and displayed in the classroom. The class teacher discusses the school rules with each class. 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'.
- The school 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.
- We treat all children fairly and apply this behaviour policy in a consistent way.

3 Code of Conduct

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

- All members of the school community should respect one another.
- All children should acknowledge the authority of, and respect, their teachers and other adults.
- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- Eccleston Primary School expects children to be well-behaved, well-mannered and attentive.
- Children should walk (not run) within the school.
- Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.

- Foul or abusive language should never be used.
- Bullying, in all its forms, will not be tolerated (see Anti-bullying Policy).
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- Children should not bring sharp or dangerous instruments to school.
- Children may not have mobile phones in their possession in school. On any occasion when it is considered by a parent that the child needs a phone for after the school day, they should be given to an adult for safekeeping.

4 Rewards and sanctions

Rewards

We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- teachers give children rewards individual to their classes, eg. stickers;
- children are asked to present examples of good work to the headteacher
- each week we nominate children from each class for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. These children receive certificates in the weekly Achievement Assembly.
- teachers award 'smiles' to the class where all children are displaying acceptable 'normal' behaviour. We are not expecting anything exceptional for 'smiles' to be awarded. Ten 'smiles' are rewarded by ten minutes Golden Time- as decided by each individual class.
- Green cards are given for examples of outstanding behaviour around school.
- Team points are given for good work, manner, conduct and behaviour.

The school acknowledges all the efforts and achievements of children, both in and out of school, for example, music or swimming certificates are celebrated in class and can be presented at the weekly Assembly. Work in school is celebrated in classroom/corridor displays.

Sanctions

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie. Each case is treated individually. Children are generally reminded that they are responsible for their own behaviour and that breaking rules has consequences.

Most behaviour difficulties are dealt with by the class teacher. The teacher's aim will be to settle the child back to work in a firm but caring manner.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. A system of Yellow and Red Cards, and a clear progression of sanctions is followed. The children are very clear about this cumulative progression and understand the consequences of their behaviour.

1. Verbal warning, with the child given clear direction about which behaviour is unacceptable.
2. If behaviour continues, the child's name is written on the Yellow Card in the classroom. They may be asked either to move to a place nearer the teacher, or to sit on their own.

3. If the behaviour persists, the child's name is written onto the Red Card. This results in the loss of the next break time.
4. An orange sheet is sent home, alerting the parents of the nature of the behaviour. This is to be signed and returned to the class teacher. For more serious examples of behaviour, a child have their name written immediately onto the Red Card. This will result in a red sheet being sent home to be signed by the parent, explaining the nature of the behaviour. Children will miss their next break regardless of whether the sheet has been signed and returned or not.

The Headteacher monitors children on a regular basis by checking the behaviour logs kept by the the class teachers. For children who persistently receive orange or yellow cards, the children will be put on 'report' which involves the child reporting to the class teacher at the end of each lesson and the SLT at the end of each day. This system will be shared by parents with the parents signing the report card each day and meeting the class teacher at the end of each week. Should the negative behaviour occur at break times, the same system will apply but the report card will concern behaviour at break time.

There may be occasions when the behaviour of a child is too disruptive or serious enough to warrant a departure from this progression of sanctions. This procedure may involve

- An oral warning by the Headteacher or Deputy Headteacher concerning future conduct.
- Withdrawal from the classroom for the rest of the day or a decided period.
- A letter to parents informing them of their child's unacceptable behaviour.
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, exclusion procedures are implemented.
- Permanent exclusion.

Parents have the right of appeal to the Governing Body against any decision to exclude their child. NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

Some children may have specific difficulties which warrant separate system of rewards and sanctions relevant to the individual needs (Individual Behaviour Plan). There are systems in place to support the children and their families where behaviour is consistently disruptive and the range of rewards and sanctions are not effective. These may include multi agency working e.g. SEN/Inclusion, Children's centre, Educational psychologist, Pupil referral units and/or alternative provision.

5 Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, make representation to the governing body. The Headteacher informs the parents who to contact should they wish to.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

The Headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

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.

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

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

6 Serious Incident Book

This book is not for minor incidents in day-to-day classroom management but for serious occurrences of challenging behaviour. Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding. These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest. Any behaviour which results in Exclusion must always be recorded.

7 The role of school staff

It is the responsibility of the class teacher to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. It is sometimes necessary for staff to intervene where incidents involve children from other classes. We believe that incidents should be dealt with immediately.

The staff 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. They should ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The staff treat each child fairly and enforces the code of conduct consistently. The staff treat all children in their class with respect and understanding. Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically.

Staff only use reasonable force to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, or another child.

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. If misbehaviour is persistent, the staff seeks help and advice from the Headteacher, as necessary, to support and guide the progress of each child.

8 The role of the Headteacher

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.

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 exclusions 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. School governors and the Local Authority will be informed.

9 The role of school

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

10 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 try to build a supportive dialogue between the home and the school. We firstly monitor and then inform parents if we have concerns about their child's welfare or behaviour.

Parents have a clear role in making sure their child is well behaved at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours. If they do not, the school or local authority may issue a penalty sanction of £90 (rising to £120). Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

11 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.

12 Reasonable Force

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Schools generally use force to control pupils and to restrain them.
 - 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
 - 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.
- Schools can use reasonable force to: remove disruptive pupils from the classroom where they have refused to follow an instruction to do so; prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

13 Confiscations

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the Headteacher to decide if and when to return an item, or whether to dispose of it.

14 Conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' Where it has been witnessed by a staff member or reported to the school.

School may discipline for any misbehaviour when the pupil is;

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

or where a pupil's behaviour;

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

Appropriate sanctions would be determined by the individual circumstances and school will always make contact with parents to discuss the matter.

15 Complaints

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 Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented following the complaints procedure.

16 Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give yellow and red cards and provide classteachers with the reasons for these which is recorded in the behaviour log.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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.

17 Review

The staff will review the behaviour system annually, or if at any time it is considered that improvements can be made.

The governing body reviews this policy annually. 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, and in response to feedback from parents.

18 This policy does operate in isolation but links closely to

- Anti Bullying
- Attendance
- Complaints
- Home/School Agreement
- Safeguarding
- SEN Policy

Signed:



Date:

May 2017