

Great Whelnetham CEVC Primary School

Behaviour and Discipline Policy

Approved by Governing Body:

Date of approval: 29th March 2018

Review by: 29th March 2020

Policy Statement

At Great Whelnetham CEVC Primary we believe in the power of visible consistency and visible kindness and the importance of building trusting relationships. The culture of our school is set by the adults in their interactions with children and with each other. Our behaviour policy and practice is simple, effective and consistent. Through this simplicity, every member of our school community knows 'how we do it here' and what the expectations for behaviour are. Children know that every adult they come into contact with is likely to praise them for positive choices and challenge them for poor choices, in the same way.

Through whole school and class assemblies, weekly circle times and day to day interactions, we facilitate time and space for children to reflect and to discuss their feelings about issues which affect them.

We believe that educating children in this way is fundamentally important for learning.

We believe that, 'What you pay attention to is what you get more of'; we seek to notice the things that our children do well on a day to day basis. This could be remembering to say 'please', holding a door open for another or simply following instructions. We aim to recognise behaviours which go above and beyond our basic expectations.

From time to time, all people make mistakes or 'poor choices'. At Great Whelnetham we believe that all behaviour has a reason and that it is important to understand the feelings which have led to the behaviour as well as take the time to hold restorative conversations to help prevent recurrence. This supports the Christian ethos of our school and the values and aims in our mission statement.

Part 1 - Aims

- To establish a safe, calm and kind environment for all members of our community.
- To model, teach and encourage an understanding of our school values, which underpin the ethos of our school.

Part 2 - Principles

- Consistency.
- Certainty of adult behaviour.
- Good relationships and kindness.
- Unconditional positive regard.
- Avoidance of escalation and power play – respond not react.
- Behaviour is separate from the person.
- Three school rules which apply to all contexts and members of our community.
- Scripted responses.
- Restorative conversations.
- Each day starts with a clean sheet.
- Relentless Routines.

Part 3 – Rules

Great Whelnetham CEVC Primary School has three school rules to which all behaviours, positive and negative are applicable in every context and to every member of our community.

- Be Ready.
- Be Respectful - valuing self, others and the community.

- Be Safe - Looking after ourselves, each other and the community in a secure and happy environment.

Class Rules

These should be the same as the school rules. Class teachers will discuss what behaviours will manifest in class in relation to these rules.

Part 4 – Promoting Good Behaviour

Home School Agreement

On their enrolment parents/guardians and pupils are asked to sign a Home School Agreement outlining the rules and expected behaviours.

All staff

- Will meet and greet pupils.
- Will give first attention to best conduct.
- Will refer to the rules 'Ready, Respectful, Safe'.

Rewards

- Verbal praise/acknowledgement of minimum standards – e.g. sitting, listening, working hard.
- Recognition of behaviours, which are 'above and beyond' – e.g. picking up coats, holding open doors, tidying up, always being ready to learn.
- Stickers.
- Notes/phone call home.
- Lunchtime tickets from midday supervisors and staff.
- Top Table to reward children who have gone 'above and beyond' with their behaviour at lunchtimes.
- Writing 'names on the recognition board' in class giving first attention to best conduct.
- Team points are used to promote positive attitudes and behaviours: 25 = Bronze, 50 = Silver, 75 = Gold and 100 = Platinum.

Stepped Sanctions

| Steps | Actions |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) Reminder | <p>A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage using positive behaviour management strategies</p> <p>Praising the children, planned ignoring, non-verbal gestures, diversion etc</p> |
| 2) <u>Warning – give choice</u> Amber card | <p>A clear verbal warning delivered privately wherever possible, making the pupil aware of their behaviour and a reminder to make the right choice and a reminder of the consequence. <u>Opportunity to make the right choice.</u> <i>“I’m going to give you a choice. You can calm down and listen, which would be fantastic or you can choose to keep shouting. If you choose to calm down, you will be able continue with PE. If you choose to shout you might end up in time out and miss some PE. It’s your choice.”</i> The opportunity to make the right choice is integral to the success of the behaviour management policy, ensure this is done wherever possible.</p> |
| 3) Sanction Delivered with 30 second script – red card | <p>Speak to the pupil privately. Use the 30 second scripted intervention (Appendix 1) and deliver appropriate sanction. (missing some playtime, catching up with missed work, moving to the back of the line, etc) Refer to previous examples of good behaviour. Sanction should be delivered as soon as possible after incident. <i>You have chosen to...</i></p> |
| 4) Time Out in class – move seats | <p>Use as an opportunity for pupil to calm down or reflect on behaviour. Give the pupil a chance to reflect away from others. Speak to the pupil privately. Offer a positive choice to do so. (If playtime – sit on bench)</p> |
| 5) Time out in another class - for serious poor behaviour | <p>For when behaviour has escalated and other children’s learning is being disrupted. At this point the pupil will be referred internally to another space for the remainder of the lesson. A short reconciliation should take place immediately after the lesson, or as soon as possible afterwards. (Playtime – walk with a supervisor or removal from playground). Prior arrangement with class teacher. Child should be returned to classroom to be given opportunity to demonstrate improved behaviour.</p> <p>Conversation with parents.</p> |
| 6) Restorative conversation. | <p>A restorative meeting should take place at a convenient time when the child has calmed down. If the pupil does not attend or the reconciliation is unsuccessful, the teacher should call on support from their line manager who will aid the reparation process.*</p> |

Try to follow up poor choices yourself wherever possible. Avoid using a member of SLT as a 'consequence'. This reinforces the idea that not all adults have the same authority. Do ask for advice if unsure.

If a child walks away during a discussion, this should be followed up calmly but not necessarily immediately. It may be appropriate to give the child time to calm down first. Children must be certain that follow up will occur.

*If you aren't sure what to do, you should ask a colleague for advice and respond using the following to the child.

I am going to come and speak to you later about what will happen next.

I am going to walk away to give you the chance to calm down.

I don't think I've got enough information to make a decision right now. I will come back to you later.

Restoration

Incidents of poor behaviour should be followed up with a restorative conversation with the child involved. This important step is where we have the chance to teach children different responses and build relationships and trust. See Appendix 2 for scripted questions.

Reckless or dangerous actions

If a child behaves in a reckless or dangerous manner, e.g. risking the safety of others or school property, then parents will be contacted as soon as possible without taking the stages of the step-by-step approach described above. Parents will also be contacted as soon as a child exhibits behaviour likely to put them at risk or exclusion.

Inclusion

Where pupils do have special education needs there are strong educational, social and moral grounds for their education in mainstream schools – *Government White Paper 1997*

SEN children

For some children there will be additional guidance for managing their behaviour. This will be agreed by members of staff directly involved. A summary will be available for playtime supervisors in the staffroom. This will be communicated during the Monday briefing session.

Part 5 – Roles and Responsibilities of Adults

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 will support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. Governors are notified of fixed-term exclusions on a termly basis. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently

exclude a child. If this is necessary, the Headteacher will immediately contact the Chair of Governors.

The Role of Governors

The governors support the Headteacher in carrying out these guidelines.

The Headteacher has day-to-day authority to implement the school Pupil Behaviour and Discipline Policy. Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making some decisions about matters of behaviour.

Parental support

Improvements in behaviour almost always come from consistency between home and school. We aim to build constructive dialogue and will inform parents if we have ongoing concerns about their child's welfare or behaviour.

If parents have concerns about the way behaviour is being managed, they should contact the child's class teacher/Headteacher for clarification and discussion.

Monitoring

The Governors and Headteacher monitor the effectiveness of this policy on a regular basis.

Part 6 - Restraint of Pupils

DfEE circular 10/98 outlines Section 550A of the Education Act 1996.

This section allows a teacher, and other persons who are authorised by the Headteacher to have control or charge of pupils to use such force as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property (including the pupil's own property).
- Engaging in behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom, during a teaching session or elsewhere.

Types of Incident:

There is a wide variety of situations in which reasonable force might be appropriate or necessary to control or restrain a pupil. They fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury, or significant damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline

Reasonable Force:

There is no legal definition of 'reasonable force' – it will depend on the circumstances of the incident. Some examples are listed below – the lists are not exhaustive.

Acceptable level of force:

Physical intervention can take several forms. It might involve staff:

- Physically interposing between pupils.
- Blocking a pupil's path.
- Holding.
- Leading a pupil by the hand or arm.
- Guiding a pupil away by placing a hand in the centre of the back.
- (in extreme circumstances) using more restrictive holds.

Unacceptable levels of force:

Staff should not act in a way that might reasonably be expected to cause injury, for example:

- Holding a pupil around the neck or collar.
- Slapping, punching, hitting.
- Twisting or forcing limbs against a joint.
- Holding a pupil by the hair or ear.
- Holding a pupil by the wrist.

Pupils attempting to leave the school premises:

Pupils attempting to leave the school premises without prior permission will not be restrained but will be followed by a member of school staff and parents will be informed immediately by the school office.

Documentation:

If any incident occurs in which measures effecting restraint of a pupil occur, an entry must be included in appropriate register detailing:

- The date and time of the incident.
- The exact circumstances.
- Measures taken.
- Outcomes of such action.

These must be recorded as soon after the incident has occurred as is practicable and given to the Headteacher or member of the Senior Leadership Team.

Part 7: Searches and Confiscation

School staff can search pupils with their consent for any item.

What can be searched for?

The law says that the following items can be searched for:

- Knives, weapons, alcohol, drugs and stolen items.
- Any article that a member of staff reasonable suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to property.
- Any item banned by the school rules including mobile phones, electronic games.

Who can search?

Headteachers and members of staff authorised by the Headteacher can carry out searches if there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

The power to seize and confiscate items

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Members of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.

This policy will be reviewed every 2 years or more frequently as required.

Appendix 1

30 second script when sanction is being delivered

- 1) I have noticed that you are....(behaviour observed)
- 2) Remember our rule about being Ready...Respectful...Safe? That is the rule you have broken.
- 3) You have chosen to... move to another seat/miss some playtime/catch up with some work/sit out etc
- 4) Remember last week you made me so proud when you....did some great homework, helped xxxx with their work, got that positive note etc
- 5) That is who I need to see today.
- 6) Thank you for listening.

Then walk away. Do not get into a debate or argument.

Helpful Scripts

I can see you are upset.

That must have hurt your feelings.

Everything will be ok. Just tell me what happened.

I need you to come with me so we can make this better.

I am here for you. I am listening to you.

This is not who you are.

It's not like you to

Do you remember yesterday when you... That's the X I need to see today.

I don't like your behaviour but I believe you can turn this around.

You can speak to me in a kinder/calmer way than that.

This can be over very quickly.

Everything can go back to normal right now.

Tell me the truth and we will fix this together.

Choices and consequences.

I'm going to give you a choice.

You can (state desired behaviour) or you can (state poor choice).

If you choose to then you can/will be able to ...

If you choose to then

What is your choice?

I'm going to give you some time to think.

If the child doesn't respond, ask 'are you sure this is what you want? The power is in your hands.'

Keep choices low key – e.g. If you choose to sit down, you will be able to get on with your learning like everyone else. If you choose to continue running around the room, you might end up in time out and miss some of your learning.

Look for opportunities for further praise at a different point.

Appendix 2

Restorative Questions – choose up to five depending on the child's age

What happened?

Listen carefully and dispassionately without interrupting or disagreeing. When the child has finished, present your account without judgement.

What were you thinking at the time?

What have you thought since?

This question opens doors for a change of attitude or the wish to put actions right. They may need help teasing this out.

How did this make the other person/people feel?

A chance to think about the impact of their behaviour on others who might have been worried by it.

Who has been affected?

Often children will think that they are the only person affected. Encourage them to think about others – e.g. what about Mrs X who couldn't teach her lesson? What about X who hates loud noises? What might mum say? What about X who wanted to play with you this break?

What should we do to put things right?

Resist the urge to guide the conversation to an apology – there may be other ways to put things right. A forced apology is worthless!

How can we do things differently in the future?

If a child is not responding

I am wondering if you feel ...(emotion)

How angry were you on a scale of 1-10?

Offer a postponement. I can see that you aren't quite ready to talk. Do you need a few minutes? Would you like to meet later?

Acknowledgements

This policy has been constructed over time with our staff team and guided by the content of 'When the Adults Change, Everything Changes' by Paul Dix.