



Goat Lees Primary School

Behaviour and Discipline Policy

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Signed (Chair of Governors	<i>R Hawes</i>
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Behaviour and Discipline Policy

This policy is written in line with the following document:

Behaviour and discipline in schools

Advice for headteachers and school staff

January 2016 (DFE)

A Code of Conduct for all

This document is a statement of the aims, principles and strategies for Goat Lees Primary School.

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's 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 in which everyone feels happy, safe and secure.

Aims

- To ensure a whole school approach
- To ensure that teaching and learning can take place in a safe and happy environment
- To promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property
- To provide a system of rewards and consequences that encourage good behaviour
- To provide support in a caring and sympathetic manner in order to achieve an improvement in behaviour

Principles

Every child has the right to learn but no child has the right to disrupt the learning of others.

We want to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

Responsibilities

The school community includes staff, parents, pupils, governors and the wider community. All members of the school community have a responsibility to uphold the school code of conduct. This policy supports the school in aiming to allow everyone to work together in an effective and considerate way.

Code of Conduct

Whilst there is an acceptance that some pupils may find it difficult to comply, all pupils will be encouraged to work towards this code. Parents and carers play a crucial part in ensuring that children are able to meet these requirements.

- There should be respect for all within the school community
- All children should respect their own and other people's property and take care of books and equipment
- Children are encouraged to be well-behaved, well-mannered and attentive
- Children should move around the school in a safe and sensible manner
- If a child has a grievance against another child, it should be reported to a member of staff who will deal with the matter
- Foul, abusive and racist language is not acceptable and should not be used
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem to themselves or others
- Children should wear the correct school uniform and jewellery (other than plain earrings) or trainers (unless there are medical reasons) should not be worn

Within School there are specific guidelines about how to behave in different settings eg. classroom, playground and dining hall. In addition, at Goat Lees Primary School, we have a set of guidelines about how we are expected to behave at all times and in all places. These are called the 'Goat Lees Rules' and are clearly displayed around the School. (*Refer to Appendix 1*)

At the start of each new academic year, each class teacher discusses the school rules with the class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and teacher; 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, it may be addressed as a whole school at an assembly or the class teacher may discuss the issues with the whole class during circle time. Where it is more appropriate, it will be discussed at an individual level with the child.

Rewards and Consequences

There will be a range of rewards that are age and stage appropriate and may include:

- Praise - for getting it right
- Stickers, both within the class and from members of the SLT
- House points for extra effort or achievement in their work
- Pupil of the week - an opportunity to nominate a child from each class who is recognised for extra effort, good performance or a special achievement
- ICU (I see you) Goat tokens which are awarded to children, either for consistent good behaviour, or to acknowledge outstanding effort or acts of kindness in school
- Headteacher Award which is a recognition of outstanding effort of achievement

As a school, we acknowledge all the efforts and achievements of children, both in and out of school and special recognition may be given to these achievements during celebration assemblies.

In addition, teachers may have a specific reward system for their class as a whole. This will depend on the age of the children but may include a marble jar or raffle tickets or a similar token; which will act as collective reward for the class.

Classroom Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We apply each sanction appropriately to each individual situation. These strategies are used to encourage pupils to demonstrate positive behaviour but they will also address the need at times to encourage pupils to review and reflect on their behaviour and to consider what might need to change in order for them to be successful. The key to success is to ensure that there is a consistent policy that is communicated to the school community and understood by all.

These sanctions may include:

- Reminder
- Warning
- Thinking Time (ten minutes)
- Working in another class
- Seen by member of Senior Leadership Team (SLT), to explain behaviour and where appropriate complete 'Think Sheet'.
- Parents contacted
- Headteacher interviews with child and parent

Playground Sanctions

Staff on duty will give reminders of the rules and a warning if required. If the behaviour is repeated, then the child may be told to take 'time out'. This should be for a short period of time (approx 5 minutes) and may be spent sitting on a bench or walking around with an adult. After 'time out' the adult will check that the child is calm enough to return to play.

If a child does not respond or the nature of the incident is more severe the pupil will be escorted to an appropriate area. A Senior Member of staff on duty will ascertain the details and deal with appropriately. Where appropriate, a Serious Incident Report sheet will be completed with any necessary follow up or action recorded.

Extreme behaviour may lead to children being banned from the playground for a specific period of time or where more appropriate, spending time with a member of staff to address the issues that may be underlying such behaviour.

If a child or group of children are struggling to manage their behaviour or their friendship groups at break and lunchtime, alternative provision may be offered for a period of time. This

could include some support from the FLO, a nurture group or a structured activity with a member of staff.

Lunchtime Supervision

At lunchtime, supervision is carried out between support staff and a duty teacher. If pupils are not able to follow the guidance for lunchtime behaviour either in the dining hall or outside, an adult will intervene. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to complete a task or taking time out. This usually helps to calm the situation and serves as a reminder about they should act. Those who are supervising will keep note of children who continually misbehave and this may be raised at the weekly briefing for staff.

Persistent or serious misbehaviour at lunchtime is brought to the attention of a member of the SLT. This may result in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and in extreme circumstances the child may be excluded from the premises at lunchtime for a fixed period of time. This will follow the procedure for exclusion as stated in the guidance from the DFE.

Liaison with parents

Parents will be kept informed of their child's behaviour as part of our general communication between home and school. If behaviour does become a more serious matter of concern, parents will be contacted and asked to meet the relevant member of staff. This may include a meeting with the Class Teacher, FLO, SENCO, member of the Senior Leadership Team (SLT) or the Headteacher as appropriate. At Goat Lees Primary School we believe that good communication is essential and we will work in partnership with parents/carers to promote positive behaviour.

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents/carers, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Partnership meetings, Parents' functions and by developing informal contacts with school
- By knowing that teaching and learning cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively but do need to act in the best interests of all the children in the school

Exclusion

For more detailed information, refer to:

Exclusion from maintained schools, Academies and pupil referral units in England

A guide for those with legal responsibilities in relation to exclusion

(DFE 2012)

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance and recommendations from the Department for Education (DFE). Parents/carers will be notified of the reason for any exclusion and this is put in writing with copies available for school records, parents/carers and also the Local Authority (LA). Exclusion is a last resort and all possible avenues are explored before this decision is made. Before a child is re-admitted to school a meeting between the parents or carer and the Headteacher (or delegated member of the SLT) will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour pattern is not repeated. A written record will be made of the discussion, and commitments to the agreed plan, by both the parents and the school. This may form part of an individual plan or a Pastoral Support Plan (PSP). One copy of the agreement will be kept as part of the school's records and another sent to the parent. Close contact between school/home will be maintained to support this plan. If a child continues to breach the Code of Conduct the subsequent exclusions may be for a longer period and may lead to permanent exclusion.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and persistent disruptive behaviour in class.

This type of behaviour is generally rare and will be taken seriously. A member of the SLT/Headteacher will be consulted and will make a decision about the best course of action in consultation with other relevant adults.

The standard procedure for addressing behaviours of this sort follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

Dangerous or inappropriate items in school

Should a pupil bring an item that is considered to be a risk to the safety of others or themselves, they may be excluded for fixed period. The length of this exclusion will depend upon the circumstances and the nature of the item but in all cases the parent/carers will be notified and in addition, other authorities may be contacted.

Dangerous or inappropriate items may include:

- Sharp objects such as knives
- Drugs, legal or illegal where the use is not for the medical purposes for that pupil
- Alcohol
- Glue or other solvents
- Inappropriate publications or access to inappropriate material including extremist material

This list is not exhaustive and the discretion of the Headteacher may be used to consider other items that are not acceptable in our school community.

Procedures for Dealing with Major Breaches of Discipline

These will be dependent upon the age/stage of the child/children and the circumstances but may include the following:

- A warning by a member of the SLT as to future conduct and further consequences if the action is repeated
- Withdrawal from the classroom
- Parents are informed of the incident or concerns
- Where appropriate an 'Internal Exclusion' may be used; this is an informal procedure agreed with the parents. The child will then spend a fixed period, usually a day working in isolation, supervised by a member of staff.
- A meeting involving parents and relevant support agencies if appropriate
- A warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring then exclusion procedures may be implemented and the Chair of Governors will be informed. This is also reported to the Governing Body by the Headteacher, usually at the Governing Body meeting.
- A further meeting involving parents and relevant support agencies
- Permanent exclusion after consultation with the Governing Body and the LA Inclusion and Attendance Adviser
- Parents have the right of appeal to the Governing Body against any decision to exclude
(Annex A - A summary of the governing body's duties to review the head teacher's exclusion decision)

The child should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team who will take immediate action and involve parents. A Serious Incident Form should be filled in and the situation discussed with the relevant member of the SLT. Where physical intervention is necessary the appropriate form should be used and a copy handed to the parent or carer.

The SLT will work with the member of staff and parents/carers to devise an action plan to meet the child's needs. The case may also be discussed at the local LIFT meeting (Local Inclusion Forum Team) following agreement from parents/carers. At this point, support may include the involvement of other agencies - Early Intervention Team, social services, specialist teaching services, psychological service etc.

When a child leaves the classroom without permission

As soon as a child leaves the room, inform a member of the SLT. Every classroom is equipped with a telephone and the school has an internal call system that includes a speakerphone function, allowing an adult to request help and support. Should a child not return to class after a break time, follow the same procedure. They will then locate the child and encourage them to return to the building, class or an area where the child feels safe, as appropriate. Should the child choose not to return, they will be monitored and allowed time to calm down. The school site is very secure and any possible exits are locked during the school day. The child's whereabouts are monitored and if they choose to leave the site, the police are

contacted, unless a parent/carer is on their way and we have made contact with them via telephone and the child's whereabouts is known.

Challenging Behaviour

Most children respond well to the code of conduct, but there are some children who do not. Children with 'challenging behaviour' can be very volatile and at times unpredictable. They can be very disruptive, aggressive and often do not respond to the usual reward system. These children may have specific individual needs and will need appropriate support that works to address these needs.

Any worries about a pupil should be discussed with the Special Educational Needs Co-ordinator (SENCO), the FLO, a member of the SLT or the Headteacher as appropriate. The child will be identified on the class provision map/plan and may require an Individualised Plan or Pastoral Support Plan (PSP) as appropriate.

If there is disruption in a classroom, or if a child leaves the room without permission, a message should be sent to the office and a member of the SLT will be informed.

Follow-up actions might include;

- Suggest they go to a quiet area or FLO office
- Monitoring to ensure they are safe and not endangering self or others
- Allowing time to calm down
- Trying to calm a child down and persuading them to come indoors to discuss the problem
- Encouraging a child to make the right choice. Use language that limits choices eg. First you calm down then we will.....
- Sending a message to the office to request support from parents by telephone

Staff only intervene physically to restrain children or to prevent injury to a child/adult, 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 and the appropriate record sheet will be used.

As a school we will:

- Use the utmost care to ensure that only reasonable force is used
- Whenever possible, have a witness so that events can be verified
- Report the incident to the parents as soon as possible

Monitoring

In light of this policy, the Senior Leadership Team (SLT) will regularly monitor behaviour throughout the school. The policy will be reviewed regularly. Minor alterations to procedures

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will be added as an amendment and the policy will be revisited through the ongoing cycle of policy reviews.

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.

Refer also to:

- *Behaviour and discipline in schools
Advice for headteachers and school staff, January 2016 (DFE)*
- *Child Protection and Safeguarding Policy, Goat Lees 2016*
- *Use of reasonable force, Advice for headteachers, staff and governing bodies, July 2013 (DFE)*
- *Exclusion from maintained schools, Academies and pupil referral units in England
A guide for those with legal responsibilities in relation to exclusion, (DFE 2012)*