

Holme on Spalding Moor Primary School

Behaviour and Discipline Policy

“The school operates a positive policy of support and reward”

Aims

To provide a safe, secure environment for all children.
To encourage positive behaviour patterns.

Staff Guidelines for Good Discipline

1. Acceptable standards of behaviour and respect depend on the example we set.
2. Good order has to be worked for, it does not simply happen.
3. Set high standards.
4. Apply rules firmly and fairly.
5. Respect every person and treat everyone as an individual.
6. Relationships are vital, between everyone at every level. Take the initiative:
 - Speak and be spoken to.
 - Smile and relate to people.
 - Communicate.
 - Show a sense of humour.
7. Be aware. Try to foresee situations arising and sensitively intervene to avoid trouble.
8. Be positive. Even in the most difficult cases look for things to praise, so that a child can feel good about him/herself.
9. Don't always stress the negative aspects of behaviour. “You are always in trouble” or the child has a reputation to uphold.
10. Never lose your temper. Keep calm.
11. Don't use your final sanction first otherwise you have nothing left to try.

Remember problems are normal wherever children are learning and testing the boundaries of acceptable behaviour.

Our success is measured in how we deal with them:

- Avoid confrontation or a no win situation.
- Listen to the child.
- Give him/her a chance to explain.
- Establish the facts.
- Judge only when certain.
- Use punishment sparingly.

What is 'Good' Discipline?

The only really worthwhile discipline is **SELF DISCIPLINE**, but this is not an easy state to achieve.

Children need a framework in which to learn what is acceptable behaviour.

The policy set out in this document provides such a framework.

An atmosphere in which good behaviour is praised and rewarded will help us to provide the safe and secure environment for which we seek.

Unacceptable Behaviour:

1. Acts of violence towards other children or adults.
2. Abusive language towards children and adults.
3. Deliberate acts of vandalism towards the school or property in the school, including other children's property.
4. Wilful disobedience when told to do something in school, or out of school whilst pursuing school activities.
5. Continual disruption in class: not working and/or preventing other children from working/listening to the teacher etc.
6. Leaving school premises without permission.

Basic School Rules

1. We are kind and care about each other.
2. We speak politely at all times.
3. We look after our school and everything in it.
4. We do what we are told by the adults who are looking after us.
5. We value learning, work hard and let everyone else work hard.
6. We welcome visitors and new starters.

Rewards

Praising and rewarding good work and good behaviour rather than stressing the bad is more likely to produce the environment in which children will learn and develop.

The school operates an individual merit system. Children can be awarded a merit for any positive aspect of school life: effort, good work, positive attitude, care or consideration for others, personal achievement, excellent verbal contributions etc. Merits should be earned and not awarded lightly. Normally one merit will be awarded, occasionally two and in exceptional circumstances a **maximum of three**. Any adult working at the school can award merits and special tokens are available for lunch time staff to award. Class and set teachers record individual totals and when **ten** merits have been earned, children will receive a sticker or stamp in their individual merit folder. A folder is full when a total of **ten stickers or stamps (five for infant children)** have been earned (100 merits). Full sticker folders are taken by the child to the headteacher to be signed and the achievement noted personally. A certificate and letter to the child's parents is prepared to mark the achievement and these are presented to the child, with the full sticker folder, in a special section of Merit Assembly.

As a general target, children should be encouraged to try to fill one sticker folder each term, if possible.

In addition to full sticker folder presentations, Merit Assembly on Friday is an opportunity for staff to reward individuals for their positive contribution to school life or aspects of personal achievement. Each class teacher will usually nominate two children for special mention each week. These children will be called out to the front to receive a special headteacher's sticker.

Sanctions:

When children engage in unacceptable behaviour as defined previously, then sanctions will be taken, usually in the form of withdrawal of privileges and/or personal freedom.

If children are not to be allowed outside at break time (for whatever reason) then adequate supervision **must** be provided inside school (within the classroom or in the small room near the hall)

If work is given to these children it must not be current schoolwork or reading – **never use these as a punishment**. Obviously the exception to this is when children have not completed work set in class time because of time wasting.

Any persistent offending will result in senior teacher/deputy head involvement and then the headteacher. This may be followed by direct contact with parents, an interview arranged and a strategy drawn up, based on mutual support.

Encouraging children to become involved in our many extra-curricular activities is a good way of channelling energies. Any child who disrupts an activity should have the privilege of taking part, removed. This is also relevant to those children who represent the school in any competitions.

If inappropriate behaviour takes place **at playtime or lunchtime** the following procedure should be followed:

1. Child should be sent to stand by school wall for a cooling off session.
2. If this is not appropriate or further sanctions are needed, the child should be escorted to the small room near the hall (supervised on a daily rota by teaching assistants). The children are to be given short tasks. (At lunchtime, children will go to the dining hall to be supervised – the senior mid-day supervisor must be informed.)
3. The child's name to be recorded in the behaviour book.
4. If a child's name appears in the book three times per term they are to report to Mrs Wells.
5. In the case of a further three entries, Mr Alston will be informed, the child will be seen with the possibility of parental involvement.
6. Any misbehaviour in the small room to be dealt with by Mrs Wells.

This procedure can be applied to children sanctioned due to classroom behaviour.

Physical Intervention

The law allows teachers, 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 the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any 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. (Education Act 1996, Section 550A)

In this school the following staff (in addition to teachers employed at this school) are authorised by the headteacher to have control of pupils and must be made aware of this policy and its implications:

- all staff who have successfully completed training re. physical intervention (e.g. school-based training April 2008)

Reasonable force is not defined legally in isolation. It must be justified as appropriate by the circumstances. We use only the minimum force that is needed to restore safety or appropriate behaviour; and we take account of the age, health, understanding and gender of the pupil.

Acceptable forms of intervention in the school include:

- leading or guiding a pupil by the hand or arm, or shepherding them with a hand in the centre of the lower back;
- holding a pupil who has lost control until they are calm and safe;
- physically moving between and separating two pupils;
- blocking a pupil's path;
- use of reasonable force to remove a weapon or dangerous object from a pupil's grasp;
- where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force' – for example to prevent a pupil running into a busy road or hitting or hurting someone;
- using more restrictive holds in extreme circumstances.

Any such incidents requiring such action will be logged with the Headteacher (Log in Headteacher's office).

Staff are not expected to put themselves in danger and may consider removing pupils and themselves from a source of danger is a proper thing to do. Staff are not required to go beyond what is reasonable. It is acceptable for any member of staff to decide that they will not use physical intervention for personal reasons taking into account the need to be supportive of colleagues when in difficult situations and their duty of care to all pupils.

Staff who are not authorized to intervene physically should seek the support of senior members of staff, or those who are trained.

Further action

If a child's behaviour continues to cause concern after the above sanctions have been applied the advice of external agencies such as behavioural support consultants, educational psychologists, the school nurse etc. will be sought, possibly after the completion of the Common Assessment Framework (CAF)

If there is a serious breach of the Behaviour and Discipline Policy and allowing a pupil to remain in school would seriously harm the education or welfare of a pupil or others in the school, then the Headteacher may decide to exclude a pupil. This decision will be taken in line with *'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units' DfES, September 2008*

Safety Rules:

1. When moving about the school children must walk quietly, never run and shout.
2. Children are not allowed to be inside school before 8.50 a.m., unless the weather is bad.
3. Children should not remain in classrooms at breaks or lunchtime unless supervised.
4. Toilets: at break juniors use the upper junior toilet/infants use infant toilets (with permission); at lunchtime all use new building toilets.
5. The gate at the walk through from the bike shed should remain closed at all times other than at the beginning and end of breaks.
6. Older children should walk until they reach their playground to avoid colliding with younger children.
7. At break time when the field is not in use, children are to play in their respective playgrounds.
8. No large balls allowed on the playground: field only.
9. At break time the classes of the teachers on duty are allowed on the adventure playground.
10. The duty teachers must ensure that the bell to mark the end of break time is first rung outside the staff room to give staff time to reach their classrooms before the children arrive.
11. No child should leave the school premises unless accompanied by an adult. The only exception to this is a child going home for dinner.

Bullying

Bullying can happen in all schools and at all ages. We define bullying as **the repetition of unwanted behaviour towards a child over a period of time**. We therefore consider this unacceptable behaviour an important issue. (It is important, however, not to confuse this with isolated incidents of conflict between individuals or groups of children, which are mistakenly referred to as ‘bullying’).

We wish to deal with bullying or potential bullying as quickly as possible. To help nip things in the bud, we advocate the following principles:

1. Tell children from their first day at school that bullying, verbal or physical is **not** tolerated.
2. Everyone is expected to ensure that it does not happen and has the responsibility to tell. This is not tale telling.
3. Encourage parents to contact the school to discuss any concerns they may have.
4. Encourage children to be assertive rather than aggressive: to stand up to bullying behaviour and make it clear it is unwanted.
5. Encourage children to tell someone if they are concerned about someone’s behaviour towards them: their class teacher, another teacher, a parent, a friend or other adult, so that the issue can be dealt with as soon as possible.

Dealing with Bullying

1. It is important to watch for the early signs of bullying: a child needing more attention, isolation, wanting to remain with adults, low self-esteem, changes in behaviour, lowering of standards of work. These **may** indicate bullying, but they may be the result of **other emotional problems**.
2. If you see an incident of potential bullying, it is important to inform the children's class teachers so that they can monitor the situation.
3. If bullying appears to be happening take time to find out the **facts**.
4. Talk to the victim, alleged bully and any witnesses **individually**. Try to let them give their account uninterrupted and avoid asking leading questions. Witnesses should have **seen** what happened, not just heard it from someone else.
5. Treat the matter seriously and offer the victim immediate support and help. Make a record of an incident you think is serious or may form part of a pattern of repetitive behaviour.
6. Involve the headteacher or deputy head if you consider the incident serious or more than an isolated conflict.
7. It may be appropriate to apply sanctions to the bully (including counselling) once the facts have been established and to offer further avenues of support for the victim. It may be appropriate to involve parents at this stage, if they are not aware of the situation.
8. It is important to monitor the situation to ensure the actions taken are effective in preventing any further unwanted behaviour and that the victim feels happy and secure at school.

This policy is designed to support an ethos in which all the children feel safe and valued in a school in which positive behaviour flourishes and is openly rewarded. The result of which is that any unwanted behaviour is reduced to a minimum and is quickly and effectively dealt with.

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Approved by the Governors Teaching and Learning Sub-Committee 30.3.09