

Minsterley Primary School

Behaviour and Discipline Policy (March 2015)

The importance of good behaviour and discipline.

Without an orderly atmosphere, effective teaching and learning cannot take place. However, the role of the school in promoting good behaviour goes beyond maintaining order. It also involves assisting children to grow up with a clear view of what is right and wrong and helping them to appreciate the needs of others and of society around them.

The school's moral code and principles for high standards of discipline

We aim to create a warm, caring atmosphere in which children can make the transition from home to school comfortably and confidently. In achieving this we seek close co-operation with parents.

We aim to recognise a child's individuality and uniqueness and to build upon their positive attributes, always giving praise and encouragement where appropriate.

We aim for all children to be courteous and respectful towards each other and to all adults. We expect them to have an understanding of the way their behaviour affects others.

We aim to create an environment in which every child has an entitlement to learning without being distracted by the negative behaviour of others.

We aim to value every child in the school. Physical and verbal abuse will not be tolerated towards anyone by anyone.

We aim to ensure that everyone within our school community is happy. Bullying is against our school ethos and will be dealt with firmly and fairly.

We aim to improve inappropriate behaviour in children through the setting of good examples, positive re-enforcement and by establishing reasonable boundaries of acceptable behaviour of which the children are aware.

We aim to keep negative sanctions such as exclusion to the absolute minimum necessary to maintain good order within the school.

We aim to ensure that if a child is disciplined for inappropriate behaviour, the child is given the opportunity to be made aware of the consequences of his/her actions and understands the reason behind the act of discipline.

Our behaviour policy is based upon encouraging positive behaviour. We encourage high standards through fairness of approach and high expectations. We feel that parents expect us to uphold these standards and support us in doing so. If a child persistently fails to uphold these values then we should ask parents to support the school in taking whatever action the school feels necessary in order to promote good behaviour and discipline.

Expected standards of behaviour

In the classroom

We expect children to develop self-discipline, to be controlled in their movement around the classroom and building and to exhibit a good level of general behaviour. There is to be no running or noisiness, shouting out, rowdiness, arguing or physical aggression towards others. We expect children to respect each other, to share and co-operate, to show respect for school property and to tidy away books and equipment. Swearing is not allowed.

When moving around school

Children are expected to walk quietly around school and not to run. Where a whole class is moving together, teachers will bring the children together into a formal line – these do not need to be regimented, but should be orderly. At the end of breaktimes, teachers collect their children from the playground where each class will have been lined up by a member of staff. The teacher on duty should send a message to the staffroom to inform the teachers that the children are in the process of lining up.

Going into the hall

Children entering the hall are expected to do so quietly and calmly whether for an assembly, for a PE lesson or for their lunch. In assemblies the children are expected to sit in orderly lines within their class and sit still and listen attentively. On exit from assembly, the children are to leave a line at a time in an orderly way.

Playtimes and lunchtimes

On fine days the children will play on the 2 playgrounds or on the field if the ground is dry. Games are marked out on the playground which the children are encouraged to play. Playground games are provided and stored in a shed located on the playground. Balls are only allowed on the main playground – different games are organised for different groups of children on different days in order for all children to be able to take advantage of the facilities during the week. Balls are not to be used on the small playground as this is an area in which less physical games can be played.

On wet days every teacher gives specific guidelines to their class about what they are expected to do during an indoor playtime. Year 6 children are deployed to play with the younger children in their class rooms to help to organise meaningful play activities.

Three members of the teaching staff are on duty at each morning playtime, two outside on the playground and one on duty in the building.

At lunchtime there are three lunchtime supervisors:

The Senior Lunchtime Supervisor is Mrs Sue Braley

The Lunchtime Supervisory Assistants are: Mrs Linda Crook and Mrs Eileen Davies

The Headteacher (or delegated member of staff in his absence) is responsible overall.

During playtimes and lunchtimes children are expected to be respectful to each other. Name calling, aggressive behaviour, sexist or racist taunts or comments will not be tolerated. Children are expected to address their lunchtime supervisors properly by name and to always be courteous towards them.

If a child exhibits unacceptable behaviour during break or lunchtimes such as endangering themselves or others then that child may be excluded from the playground for a fixed period of time. This may be just for one session or a series of sessions. This may mean that the child is asked to remain in the school building under supervision, or in extreme or repeated circumstances parents may be asked to take their child home during lunchtimes in accordance with statutory regulations governing exclusions.

Strategies to develop good behaviour

Teachers regularly discuss with their class the need for good behaviour, they remind them of school rules and the reasons behind why we have rules and they provide opportunities for the children to exercise self-discipline.

Considerations of issues relating to behaviour and discipline are often included as part of, or the subject of assemblies, RE and PSHE lessons.

Older children have opportunities to discuss behavioural issues in School Council meetings. Children in Year 6 have opportunities to help maintain a happy, friendly environment by helping to care for the younger children at breaktimes and lunchtimes, playing games with them and escorting them to members of staff when they are upset. The older children also help out in the younger children's classrooms during wet breaktimes by helping them to be usefully occupied in playing games, reading books or continuing with their classwork. Children in Class 5 are expected to act as exemplars of good behaviour to the younger children and to guide them to learn the school rules.

Teachers and support staff take every opportunity to praise children for good work and behaviour. Children who have shown difficulties in these areas in the past but have made special efforts and progress are rewarded for this through public acknowledgement in class or assembly, or by being sent to another teacher or the Headteacher for special praise.

Time targets should be set for those whose work output is affected by inappropriate behaviour such as time wasting, unnecessary talking or lack of self-motivation. If work set has not been completed within the reasonable limits set, then it may be necessary for the child to continue to work during play time.

Pupils exhibiting poor behaviour should first be made aware that the behaviour is not acceptable and the reason should be given. It may be necessary at this stage to suggest what may happen if the behaviour continues. If the pupil continues to persist with the inappropriate behaviour action must be taken to stop it. Different situations and circumstances require different actions. If possible the sanction should be aimed towards the pupil continuing his or her work and allowing others also to do so. This

may result in the child being moved to a different place in the class, working next to an adult helper or being removed to work in another work area under supervision. In extreme cases, the pupil should be sent to the Headteacher to explain his or her behaviour. A warning will be given that unless the child makes a reasonable effort to improve his/her behaviour sanctions will be taken and parents may be contacted to discuss the situation. In any situation children should always be given the opportunity to explain the reasons for their behaviour and any circumstances leading to their actions should be investigated. It is not always convenient to do this immediately, if for example, the flow of the lesson would be disrupted and the other children in the class would be inconvenienced. However, poor behaviour and disagreements should be investigated at the earliest sensible opportunity. In extreme cases it may be necessary to involve the Headteacher or another member of staff if available.

If a child continues to persist with inappropriate behaviour it may be necessary to establish a system where parents and teachers set up a home/school book, which informs each party of the extent of the behavioural problem at specific times. It may also be necessary to ask a parent to visit the child's teacher on a regular basis (e.g. at the end of the school day or each Friday) for a progress report from each party.

Regular inappropriate behaviour can be addressed through a Behavioural Modification Programme. This can take the form of a set of targets to be achieved during the day which if met can be rewarded by a sticker in a special book. If this is established with full support of the child's parents, a set number of stickers achieved within a specified period of time can result in a reward from the parents and/or the school. Children whose behaviour is a concern at school and home can have a home/school book in which stickers can be awarded at home as well as at school. The book can also serve as a form of communication between the parents and teacher/headteacher. Any such form of Behavioural Modification should be initiated after discussion with parents and if possible with their active support.

Supervisors are expected to report any incidents encountered during break or lunchtimes to teaching staff and/or the Headteacher. Children exhibiting inappropriate behaviour are sent into school for problems to be resolved by senior members of staff before they have a chance to escalate.

Headteachers and teachers have legal authority to impose reasonable punishment and sanctions where necessary. In doing so they should:

- distinguish between serious and minor offences and react accordingly
- listen to everyone concerned and seek witnesses where necessary
- apply rules consistently and fairly
- avoid punishing whole groups for the activities of individuals
- avoid punishments which are humiliating or degrading.

Bullying (also see school Anti-Bullying Policy)

Bullying can be defined as continued and sustained physical and/or mental intimidation of others. It can take many forms, but at primary school age usually manifests itself through name calling, teasing and threatening behaviour. If a child feels that he or she is being bullied it is important that parents, carers and the school listen to those worries and take them seriously.

Tell-tale signs of bullying can be a reluctance to go to school or to visit someone who up until now has been regarded as a friend. They may experience problems eating or sleeping and may become uncharacteristically withdrawn. Changes in behaviour can indicate the presence of bullying, but it must be realised that there are a great many other factors which can contribute to these changes in behaviour which are not in any way related to bullying.

Primary age children often 'make friends and break friends'. This can result in mixed feelings for a child, coupled with anxiety. This is quite normal behaviour at this age and as long as it does not result in children creating unnecessary ill feeling and animosity it must be regarded as a normal phase of events. If, however, having 'broken friends' a child decides to intimidate their old friend through whatever means then the behaviour ceases to be acceptable. In these circumstances, if it is brought to the attention of a member of staff, it should be acted upon, otherwise the behaviour may become regular and sustained and considered as bullying.

Any child or parent who believes that they or their child is being subjected to anti-social behaviour by another child or children should report the situation to a member of the teaching staff as soon as possible. The circumstances can be discussed and the possible course of action to be taken determined. Each case is different, each child is different and will react in different ways – it is best that each situation is assessed individually and dealt with quickly and fairly. In cases where the problem is severe or re-occurring it is advisable to discuss the problem with the Headteacher. Our children are encouraged to tell someone they trust if they feel they are the victim of bullying. The adult could be a teacher, parent, friend, family member, lunchtime supervisor, any person in charge of them (e.g. Brownie leader etc). They should then be directed towards a person who is most able to deal directly but sensitively with the situation. The school attempts to identify problems before they occur. If, for example a child is admitted with a history of anti-social behaviour contact will be made with the parent, carer, previous school or Social Services to anticipate where problems might occur.

One of the major factors in ensuring that bullying does not take place is to ensure effective supervision. Children are closely supervised at all times in school, whether during class time or at break and lunchtimes. Older children are encouraged to look out for younger children and to report anti-social behaviour. The school fosters an atmosphere of 'openness' where children feel that they can report incidents.

Incidents of anti-social behaviour are dealt with swiftly, usually with an initial warning, then followed by more decisive action if the warning has not been heeded. Children must realise that there are boundaries of acceptable behaviour beyond which

they should not cross. They must understand that to cross the boundaries will result in sanctions, the more severe the behaviour, the more severe the sanction. If the behaviour results in what can be defined as bullying, the child's parents will be informed and their involvement and support in finding a solution will be expected.

Rarely, in the most difficult cases, the school might call upon outside agencies such as the Behavioural Support Service to help resolve a problem. Exclusion is a measure which the school recognises as the ultimate sanction and would wish to use only in very rare and extreme circumstances.

Detention

From September 1998, schools had a clear backing to detain pupils on disciplinary grounds at the end of a school session without the consent of parents. This is provided that the parents are aware that the sanction may be used and that the application of the sanction itself is reasonable and proportionate to the offence, with at least 24 hours written notice to the parents specifying the length of the detention to be imposed, with reasons why. It is not the policy of Minsterley School to use detention.

The use of physical restraint

“Section 550A of the Education Act 1996 ... clarifies the powers of teachers, and other staff who have lawful control or charge of pupils, to use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing a disruption... Neither the Act, nor this Circular authorise the use of corporal punishment in any circumstances. Nor are they intended to encourage the use of inappropriate force.” DfE Circular 10/98

The DfE gives the following situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They fall into 3 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

There is no legal definition of ‘Reasonable Force,’ it will always depend upon the circumstances of the case.

The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should be the minimum needed to achieve the desired result.

The following guidelines should be followed:

- staff should have good grounds for believing that immediate action is necessary
- Staff should take steps in advance to avoid the need for physical force through dialogue and diversion. The child should be warned orally that physical restraint or force will be used unless he/she desists and co-operates
- Every effort should be made to secure the presence of other members of staff before applying restraint or physical force. These staff can act as assistants and witnesses
- It may be necessary to remove the child to a place of safety or away from the presence of other children for reasons of safety and/or to maintain good order and discipline but only if he/she has refused to remove themselves voluntarily when asked to do so
- As soon as it is safe, restraint should be gradually relaxed to allow the child to regain self control
- Restraint should be an act of care and control, not punishment.

Those authorised by the Headteacher and Governors of the school to use 'reasonable force' in the manner and for the reasons mentioned above are:

- teachers
- ancillary support staff and lunchtime support staff in situations where a teacher is not readily available
- other adults where they have been made partly responsible for a group or individual such as on a school visit and where a teacher is not readily available.

Incidents where force or restraint has been used must be reported to the Headteacher as soon as possible and it will be recorded. Such incidents should be discussed with the child's parents as soon as possible.

Exclusion and related pupil discipline matters

The school reserves the right to exclude a pupil for a fixed period of time or permanently in extreme circumstances in accordance with the law and Local Education Authority guidelines. It is the school's policy that such measures would not be taken lightly. All possible solutions prior to exclusion would be sought and considered in order to resolve a situation rather than resort to exclusion.

Attendance and punctuality (see school attendance policy)

Role of the Governing Body

Governing bodies have a general responsibility for directing the conduct of the school and should therefore support the Headteacher and staff in maintaining high standards of discipline. Specifically, they should establish, in consultation with the Headteacher and any other relevant professionals the principles of the school's behaviour policy and set them out in writing. Within this framework, the Headteacher is responsible for securing discipline on a day-to-day basis and for developing the school rules and code of conduct. To this end, this policy has been approved by the governing body of Minsterley Primary School as a framework within which the Headteacher can operate.

Role of the Headteacher

The articles of Government for Community Schools require the Headteacher to:

- determine the measures to be taken with a view to promoting self-discipline and a proper regard for authority
- encourage good behaviour and respect for others
- secure an acceptable standard of behaviour
- regulate pupils' conduct
- act in accordance with the Governing Body's statement of general principles and to have regard to their guidance on particular matters
- take the lead in defining the aims of standards of behaviour
- create conditions for establishing agreement on these standards and how they should be achieved
- ensure that standards are consistently and fairly applied

Role of the Teacher

Effective teaching and a well-planned curriculum are important factors in motivating pupils and thus reducing the likelihood of disciplinary problems. Nevertheless, disruptive behaviour will sometimes occur; teachers must use their own judgements as to how it should be handled within the guidelines established in this policy. Teachers should be aware of the range of options available and these should be administered fairly and consistently. The teacher should be aware of the range of support systems which are available to them.

Reviewed and approved by the Governing Body March 2015

Date for review: March 2018