

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## **Behaviour & Discipline Policy**

This school is committed to promoting an ethos which supports our school aims and the responsibility for developing, implementing and monitoring this policy will lie with all members of the school community.

### School Aims

- To create a happy, caring school where everyone is respected as an individual and learns to respect others.
- To stimulate and challenge children to enable them to become confident creative learners.
- To teach children to value and respect and engage with the community and the environment in which they live.
- To enable children to become healthy, responsible future citizens.

The School will try to deliver its part described in the Home-School Agreement (Appendix A). Parents and children should try to play their part in the agreement.

### Policy Aims

- To promote good behaviour, self-discipline and respect.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will encourage responsible behaviour, self-discipline, respect for themselves, for other people and for property.
- To prevent bullying.
- To ensure that children's learning is as good as it can be.

All staff will apply the behaviour and discipline policy consistently in their own classes with regard to the age and stage of development of children in school.

All school leaders will be responsible for ensuring that the behaviour and discipline policy is applied consistently across school, between classes and with all groups of children.

### Encouraging the behaviour we want

We believe that the effective teacher exhibits a range of positive responses such as smiles, nods and positive verbal feedback. Whilst we acknowledge that positive feedback will encourage the behaviour we want all staff are aware that normal, good behaviour should not be over-rewarded.

When giving rewards to children we always make clear why we are rewarding with the intention of making the child properly aware and of sending signals to other children. We know that effective praise helps the child appreciate how his/her achievement is helped by his/her attitude, it acknowledges effort, focuses attention on relevant behaviour and fosters a consistent positive response from children.

At the start of each school year children and teachers in each class discuss and agree upon the Class Rules and these are displayed in the class and referred to regularly.

#### Discouraging the behaviour we do not want

We feel that it is important to always give a child the opportunity to make amends. Often when they have reached realisation of how their behaviour, action or lack of it has affected someone else, or their own learning they are very upset. The opportunity to make amends can go a long way towards stimulating the motivation for change, because they feel effective and therefore in control of their own behaviour.

Whenever possible we:

- discuss with all children concerned what has happened
- give each child that chance to give their side of the event
- check the child understands what he/she is in trouble for
- establish he/she knows the behaviour was unacceptable
- explore the effect that behaviour has on others
- examine strategies for avoiding the same situation in the future
- encourage children to think of or offer some alternative strategies

#### Reward systems.

Upon entering school each child becomes a member of a house (Spring, Summer, Autumn or Winter) children can earn house-points for their house as well as for themselves. Each week the house with the highest number of house points has their house's colour ribbon placed around a special cup which is displayed for all to see. House point totals will be displayed in the hall to inform the children of the house point totals for the week and each half-term the house with the most house-points is rewarded with toast at playtime.

There are separate Infant and Junior Assemblies each week where work, effort and initiative is praised and rewarded. There is also a Friday assembly to conclude the week; one child in each class will have their name entered into the "Smile" Book with a brief comment from the class teacher and will be presented with a book, a tweet is also sent out to celebrate this.

#### Sanctions

Strategies for minor infringements might include:

- a non-verbal signal (shake of head)
- a reminder of what constitutes acceptable behaviour
- repetition of task if necessary
- a warning & being moved to amber on the class behaviour board
- isolation within the classroom
- withdrawal of a privilege previously earned

- Missing break or lunch time
- Extra work or homework
- loss of the child's always ticket

More serious offences must be dealt with in a more formal way:

- Loss of 3 always tickets in a week results in a letter home
- If 3 times in one half-term a child is sent to the reflection room a letter is sent home
- home/school behaviour books .
- Making a verbal /written apology as an act of remorse .
- cleaning up and /or paying for damage caused by acts of vandalism .

### Exclusions

Children may be excluded from school:

1. "in response to serious breaches of the school's behaviour policy"
2. "if allowing the child or young person in school would seriously harm his/her education or welfare, or that of others at the school."

The school follows the Bury LA guidelines for exclusions.

### Detention

Detention may be used as a sanction at playtime or lunchtime but school will not use formal detention after school as a sanction.

(There may occasionally be times when children are slightly late going home due to organisational issues such as tidying up an art lesson or getting changed from PE, this is not detention.)

### Behaviour strategies and the teaching of good behaviour:

All staff should at all times model the kind of behaviour we would expect from children, both in their relations with children and their relations with each other. Expectations with regard to behaviour are made explicit through the class codes of conduct, through routine everyday interaction between staff and children. All staff apply these expectations consistently.

### Staff development and support:

Staff development will take place in staff meetings or as part of specific training opportunities. All staff who work closely with children who might be expected to require physical handling will be provided with Team Teach de-escalation & physical handling strategies.

### Pupil support systems:

There may be times when children's behaviour can deteriorate because of factors which are outside school or which may not yet have been recognised. Staff should be alert to these possibilities. We aim to support children who may be experiencing some form of distress by providing 1:1 time to listen to their concerns and give them time to talk. This support may be given by class teachers, teaching assistants or the school's Parent Support Advisor who can deliver more structured support such as friendship groups or bereavement counselling.

#### Liaison with parents and other agencies:

When children's behaviour becomes a concern in school we will endeavour to inform and involve parents at the earliest opportunity. As well as simply discussing the situation this involvement may include the use of a home school diary or regular weekly meetings.

Parents are encouraged to support school by:

- recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- discussing the Class Rules with their child, emphasising their support of them and assisting when possible their enforcement
- attending Parents' Evenings, parent's functions and by developing informal contacts with school
- knowing that learning and teaching cannot take place without appropriate behaviour
- remembering that staff deal with children patiently and positively.

When normal school strategies have been tried but have not begun to make an improvement in behaviour help will be sought from specialist Local Authority teams such as the behaviour support outreach team, The Ark, or when necessary from the SEN or Additional Needs teams.

#### Managing pupil transition; and

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily. Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum and routines. The children are given opportunities to come in to school to meet their new class teacher and other children in their class. They will spend at least one session in their new class, some children may need additional sessions. Parents can leave their child during this session. This means that before they join their new class the Reception environment is already a familiar place to them.

Arrangements are also made for the children's new class teacher to visit them in their current nursery setting.

Children are given help at transition points (KS1 to KS2 & KS2 to KS3) through various activities (meet the teacher meeting, move up day, high school transition meetings, playground mixing) so that they are able to adjust to changing expectations as they get older.

#### Malicious accusations against school staff.

Malicious allegations against staff by children could result in permanent exclusion. A decision will be made following a full investigation of the circumstances, including the need the school to continue functioning effectively following and incident.

#### Equality

School staff will ensure that they are aware of equality issues and that no child will be disciplined as a result of discrimination.

#### SEND

If a child's behaviour is causing particular concern, then consideration will be given as to whether they have SEND Parental co-operation will be sought at all stages. Early involvement and

assistance from the school Educational psychologist and the L.A. SEN & Behaviour support teams will also be sought where this is thought appropriate, again with parental support.

### Lunchtime Supervision

At lunchtime supervision is carried out by the Welfare Staff and a Play Leader. All Supervisors are expected to maintain order and to encourage and model good behaviour. Usually this consists of reminding children of the standard of behaviour expected and recognising and rewarding the good behaviour. At the end of lunchtime recommendations to a child's class teacher may be given or reward stickers distributed or upset children may be counselled by the Play Leader.

If children's behaviour at lunchtime is considered by the welfare staff to be unacceptable then they are removed to the reflection room, staffed by a teacher, and their behaviour is recorded. Three incidents requiring to be sent to the reflection room will result in a letter being sent home.

Children who are considered likely to lose their temper can be given a green card by teachers and this can be used to self-refer to the quiet room in order to give children a chance to calm down away from any potential sources of aggravation.

### The use of force to restrain pupils

School staff will comply with the advice contained within "Use of Reasonable Force" July 2013.

The following extracts are useful ...

#### *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 students 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 children 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.*

*Schools cannot:*

*use force as a punishment – it is always unlawful to use force as a punishment.*

Where children are likely to require regular physical contact or restraint by adults they will have a personal handling plan and key staff will be trained in the appropriate techniques relevant to that child.

### Conduct outside the school gates

*misbehaviour when the pupil is:*

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

*or misbehaviour at any time, whether or not the conditions above apply, that:*

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

Teachers will treat the behaviour as we would if the offence were committed in school and reward or sanction appropriately.

### Searching & confiscation

*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 pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.*
- 2) *Power to search without consent for "prohibited items" including:*
  - *knives and weapons*
  - *alcohol*
  - *illegal drugs*
  - *stolen items*
  - *tobacco and cigarette papers*
  - *fireworks*
  - *pornographic images*
  - *any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and*
  - *any item banned by the school rules which has been identified in the rules as an item which may be searched for (mobile phones & devices with digital cameras or internet access).*

*Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.*

### Reviewed Spring 2019