

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.

Policy Aims

- To promote good behaviour, self-discipline and respect.
- By applying positive policies to create a caring 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 in all its forms; including cyber-bullying, prejudice based and discriminatory bullying
- To ensure that children's learning can continue uninterrupted and that children complete any tasks reasonably assigned to them in connection with their education

All staff should have an understanding that "behaviour is a form of communication" and 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.

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

If a child's behaviour is causing particular concern, then consideration will be given as to whether they have specific needs which might be considered SEND. Parental co-operation will be sought at all stages. Early involvement and assistance from an educational psychologist and the L.A. SEN & Inclusion teams will also be sought where this is thought appropriate, again with parental support.

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

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 rules, through routine everyday interaction between staff and children. All staff apply these expectations consistently.

We believe all school staff should exhibit a range of positive responses such as smiles, nods and positive verbal feedback.

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.

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.

The signal for attention which will be used across school is the member of staff putting up their hand. On this signal children should silently put up their own hand and look at the member of staff. Children should silently indicate to their peers who have not noticed by tapping their shoulder. Using this signal across school ensures consistency of approach across school and between different staff members.

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 the school mascot 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.

- Class reward charts
- Housepoints
- Stickers
- Text/email home
- Being brought to the headteacher for praise

Our "Smile" assembly on Friday is a forum where positive aspects of school life, including behaviour, are shared with all children.

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:

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' meetings, 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.

Our expectations of how school and families will work together are described in the Home-School Agreement (Appendix A).

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

Children who are considered likely to lose their temper can be given a green card (or other such signal) 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 which could trigger an outburst.

Sanctions

Strategies for low level disruptive behaviour might include (in no particular order):

- 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
- move the child's position within the classroom
- time to reflect in a calm situation away from distractions
- missing break or lunch time
- loss of the child's always ticket

More serious disruption will be dealt with in a more formal way:

- loss of 3 always tickets in a week results in a letter home
- being sent to the headteacher to explain
- home/school behaviour books
- making a verbal /written apology
- cleaning up and /or paying for damage caused by acts of vandalism .

When our usual 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 SEN and Inclusion teams.

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 national and Bury LA guidelines for exclusions.

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 an incident.

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 action 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.

Confiscation

Any prohibited items (see examples below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Prohibited items:

- Knives or weapons, Alcohol, Illegal drugs, Stolen items, Tobacco and cigarette papers, Fireworks, Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- › The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- › In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- › It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- › Assess whether there is an urgent need for a search
- › Assess whether not doing the search would put other pupils or staff at risk
- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the pupil why they are being searched
- › Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- › Explain how and where the search will be carried out
- › Give the pupil the opportunity to ask questions

- › Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- › Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- › Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- › Desks
- › Lockers
- › Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- › Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- › What happened
- › What was found, if anything
- › What has been confiscated, if anything

› What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Reviewed Autumn 2022

Appendix A

Home School Agreement

Our school aims are:

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

The school will:

Learning

Our school will:

- Provide your child with a high standard of education, within a broad and balanced curriculum.
- Ensure that learning is stimulating and challenging.
- Celebrate your child's academic and personal achievements.
- Provide the support needed to enable your child to achieve their full potential.
- Care for your child's safety and well-being by observation and listening to them.

A Healthy, Happy Community

Our school will:

- Teach your child to develop positive attitudes to others, regardless of gender, race, culture, beliefs, values, age and need.
- Encourage your child to have the highest possible attendance.
- Encourage your child to become an active member within our community and help them to see that they can have an impact on the world around them.
- Apply the school's behaviour and discipline policy consistently.
- Regularly meet with you to communicate the progress of your child, celebrating their strengths and explaining how we can support them in their areas for development.
- Provide information to you about our school, including relevant policies through meetings, activities, the school website and open days.

Homework

The school will:

- Set homework to extend and enrich the curriculum and provide the opportunity for independent learning.
- Provide information and training sessions for you that will give you confidence to support your child.

As Parents and Carers we will:

The Learning Environment

I as a Parent/Carer will:

- Ensure that my child's attendance at school is given the highest priority.
- Make sure that my child arrives at school by 8.55 am.
- Make sure that my child is wearing school uniform and that their PE kit is clean and available to use.
- Endeavour to provide a safe, secure and happy environment at home for my child, acknowledging that a significant amount of children's learning takes place at home.

A Healthy, Happy Community

I as a Parent/Carer will:

- Let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to do homework.
- Support the school by encouraging my child to develop a positive attitude towards our diverse, multi-cultural community.
- Attend meetings with my child's teacher and other staff, aiming to be positive and productive, working towards moving my child on in their learning.
- Work with school to ensure that the behaviour management policies of the school are supported.
- Encourage a positive attitude towards school, education and learning. If I have any concerns, I will come and discuss them with you.
- Model good behaviour when using social media and other forms of communication.
- Read all information sent home as this gives me important details of relevant policies, meetings, workshops, activities, newsletters and open days.
- Support the school and PTA when fundraising and organising activities for the benefit of our school.

Homework

As Parent/Carers we will:

- Support the school by making sure that homework tasks are completed and returned on time.
- Use our talents and experiences to enhance our child's learning at home – our child will benefit greatly from what we can show them, discuss with them and teach them.

I, as a pupil will:

- Accept responsibility for the things that I do.
- Be responsible for my schoolwork and homework.
- Ask for help if I need it and try my best in all that I do.
- Be kind and speak politely to everyone in school.
- Take good care of the building, equipment and school grounds.
- Behave in a safe way.
- Tell a member of staff if I am worried or unhappy.