

# Thurlbear CE VA Primary School Behaviour and Discipline

This policy should be taken as part of the overall strategy of the School and implemented within the context of our vision, aims and values as a Church of England School.

The Headteacher and staff believe high quality behaviour and self-discipline are fundamental for learning and this is underpinned by relationships, lesson planning, positive recognition and consistencies in the way ALL staff deal with intervention on behaviour. Children are encouraged to make the right behaviour choices by staff, and staff should lead by example when talking with children and encourage politeness and respect at all times. All staff should have high expectations of pupils, both in respect of their learning, and their attitude to and behaviour, being communicated to the pupils on a regular basis.

## Aims and Objectives:

### **We aim to:**

- Positively promote socially acceptable behaviour
- Provide a safe, calm and caring atmosphere in the school
- Ensure consistency and fairness, and set high expectations
- Enable pupils to develop social skills and the ability to choose between right and wrong

### **Methods:**

- To share and be consistent in our Golden Rules
- To regularly use a variety of strategies, such as Circle Time, to promote high standards of behaviour
- To use praise to promote self-esteem, using this to reward kindness shown to others, for consistent good manners, for good efforts and for high standards of achievement
- For all staff to be conscious of the example they set the whole time
- To condemn the act, not the child
- 'Pushing was a dangerous thing to do' – not 'you are a bully'

## Golden Rules:

- Do Be Kind**
- Do Be Gentle**
- Do Be Polite**
- Do Be Honest**
- Do Work Hard**
- Do Listen to Others**

## School Ethos

All members of the school community have the right to feel secure and well-respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner. We aim to establish a caring school ethos where the quality of all relationships is positive. We recognise the importance of training, so that children gradually develop self-discipline, and we provide opportunities for them to make independent choices and to become increasingly responsible for their own behaviour.

We believe it is important that the school provides a clear and **consistent** approach to behaviour, which can be adopted by the staff, children and parents as set out **within the Core Standards for Social, Emotional and Mental Health. To ensure consistencies, we:**

- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Provide consistent environments with the core values for our school behaviour being displayed around the school through 'Golden Rules'. Each class also makes up their own class rules they sign and agree.
- Use positive reinforcement for reinforcing, encouraging and celebrating appropriate behaviour in each classroom throughout the lesson.
- Apply consistent consequences that are defined, agreed and applied through classroom level and around school.
- Refer to 'Golden Rules' in all conversations about behaviour to ensure consistent language is been used.
- Remain calm – emotional restraint needs to be modelled through teachers not just taught
- Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners. Never passing problems up the line, teachers take responsibility for behaviour interventions, seeking support but never delegating.
- Never ignore or walk past learners who are behaving badly.

### Recognition and rewards for effort, attitude and achievement

These may include:

- Verbal praise (which is unconditional)
- Non-verbal praise - display of work
- Wow board in classroom displaying wow work and why
- Individual classroom reward systems (stickers, marble jars, star of the day, superstar workers...)
- 'team points' towards whole school team read out weekly at celebration worship and the winning team celebrating half-termly
- Golden Tickets – given for individual outstanding piece of work, outstanding effort, contribution to school community, acts demonstrating the school rules, consistent outstanding pieces of work. All children who receive a golden ticket their name will go in the Golden Book and their names will be read out in celebration worship on a Friday
- Sharing work, eg neighbouring teacher or Headteacher
- Notifying parents, eg through Homework Book / end of the day

### 'Individual Behaviour Logs' – pupils with recurring behaviour issues

- In certain circumstances a record of ongoing behaviour is kept on an individual pupil, if this is the case parents are informed and the steps that the child needs to take to improve their behaviour is discussed. The SENCO is also involved at this stage.
  - If behaviour still does not improve the pupil is discussed at the next consultation meeting.
  - In very small cases, pupils may continue to use unacceptable behaviour and a request will then be made for support from **Specialist Advisory Teachers**. Pupil's parents will be continually part of this process.
- 'School Behaviour Log'** – school keeps a log of incidents that need to be followed up. This is kept using SIMs and is under each individual child's record.

### Restrain

Members of staff should ONLY ever restrain children if they believe:

- The child poses a potential risk to the teacher or other children,
- The child poses a potential physical risk to him/herself and should therefore be prevented from possibly hurting him/herself
- The child is damaging school property

### Sanctions:

- Non-verbal signals
- Verbal warnings
- Forfeiting playtime
- 'Time out' away from other children, with an adult wherever possible
- Referral to another teacher or Headteacher
- Informing parents

It is important to make clear that poor behaviour is unacceptable and dealt with appropriately: Actions Bring Consequences. Such sanctions should be designed to promote good behaviour and should make apparent the distinction between serious and minor offences.

### Unacceptable behaviour and its consequence:

Actions	Consequences
Disruptive behaviour or refusal to follow instructions	Warning 1, warning 2, warning 3 'Time-Out' / Losing some play time / completing work in playtime / School community service – litter picking, tidying ...
Persistent disruption or persistent refusal	As above but also: Referral to HT, parents informed
Verbal abuse of pupils	Referral to class teacher / restorative justice – sanction as appropriate
Physical abuse of pupils	Referral to class teacher / restorative justice – sanction as appropriate
Repeated physical and verbal abuse of pupils, bullying or any form of dangerous behaviour	Referral to HT/ restorative justice, letter to parents, meeting with parents
Verbal abuse of staff	Referral to HT, meeting with parents, possible fixed term exclusion
Physical abuse of staff	Referral to HT, meeting with parents, possible fixed term exclusion
Stealing or damaging property (first incident)	Referral to HT, loses lunch play
Stealing or damaging property, repeated incident or bringing a weapon into school	Referral to HT, parents meeting, fixed term exclusion

### **Restorative Justice:**

Following the principles of Restorative Justice, any incidents will be investigated by a member of staff and the wrong-doer spoken to. If appropriate, both parties will be brought together to discuss the incident, the effects it has had on all involved and ways in which the situation could be improved. This mediation will follow the guidance below. In this way, we will be able to ensure consistency of approach, whichever member of staff is involved. One adult will try to find the answers to the following:

- What has happened?
- Who has been affected?
- How can we involve everyone who has been affected in finding a way forward?
- How can everyone do things differently in the future?

The process would begin with an enquiry – this would involve listening to both parties, probably separately, in a non-judgmental manner. It might be followed by a discussion – both parties brought together to express and listen to their feelings and needs, leading to understanding of why each has acted the way they have. To resolve the problem, there would be mediation – the facilitator remains impartial and helps both sides to consider the problem as a shared one which needs a joint solution.

### **Procedure leading towards exclusion:**

A decision to exclude a pupil should be taken only in response to serious breaches of the school's behaviour policy and/or if allowing the pupil to stay in school would seriously harm the education or welfare of the pupil or of others in the school. Only the Headteacher (or in the Head's absence, the Senior Teacher) can exclude a pupil. Exclusion should only be used if there are no other possible solutions available. This school follows all guidance relating to the exclusion process as set down by the DfE Exclusion Guidance.

### **Bullying:**

Bullying may be distinguished from other unacceptable forms of aggression in that it:

- Involves dominance of one pupil by another, or a group of others
- Is pre-meditated
- Usually forms a pattern of behaviour rather than an isolated incident

The staff endeavours to be alert to the signs of bullying and always act firmly and promptly against it if allegations of bullying are sustained. The children are educated in how to form good relationships that have mutual respect. They are also taught what bullying is, and what they should do if they feel it is happening to them.

If Staff are alerted to bullying taking place either by seeing signs within an individual or by being told by an individual, group, or parent, the following course of action takes place:

1. Following the principles of restorative Justice as quickly as possible after being made aware and making noted of what each party says as these may be requested at a later date
2. If allegations are sustained, the aggressor(S) should be sent to the head who will deal firmly with the child(ren) in accordance with the rest of the policy and inform parents where appropriate
3. If allegations cannot be proven and need further investigation both the victim and the aggressor(S) go to the head for further investigation. If it is found to be true then will be dealt with as in number 2; if it fails to be resolved the issues will be closely monitored for a period of time. Parents will be informed.
4. If allegations are untrue: class teacher will investigate why the allegations had been made, consider if there are other concerns or problems that need solving. Inform head so they are aware.

Failure to respond to allegations of bullying may be interpreted as condoning the behaviour. As with bullying, any form of racial and sexual harassment is totally unacceptable and will be treated very seriously and dealt with firmly. If staff are made aware of any sexual harassment then they follow the same course of action as with bullying.

## **Appendix 1: Examples of unacceptable or inappropriate behaviour:**

physical hurting  
preventing others from learning  
swearing (intentionally)  
rude gestures  
answering back  
temper tantrums  
interfering with other children's work  
refusal to follow instructions  
not listening/showing defiance  
verbal abuse  
provocation of others  
inappropriate use of classroom equipment  
not listening to others  
deliberately damaging school equipment or property  
throwing things which should not be thrown eg: objects/furniture  
making derogatory comments about a child or their family  
climbing on or under furniture  
running away  
emotional intimidation  
refusal to stay on task  
stealing  
shouting out/interrupting  
continuous muttering  
lying  
showing a lack of respect  
negative attitude  
any kind of bullying

## **Appendix 2: Restorative Justice Guidelines**

**Restorative Justice (RJ)** approach incorporates a range of techniques, including the use of Circle Time, peer mediation/mentors and restorative conferences.

It is important that:

- The facilitator remains neutral
- Admittance should be made that harm has been caused
- The 'wrong-doer' is given the chance to put things right
- Emphasis is placed on restoration and reparation - some form of reparation is made - it is seen as a positive experience
- An agreement is drawn up, if it is a formal conference, and is signed and copies given to all involved

**Restorative language** should be used around the school, challenging pupils to take responsibility for their actions:

- What happened?
- What were you thinking?
- How did this make people feel?
- Who else has been affected?
- What should we do to put things right?
- How can we do things differently in the future?