

## Pupil Behaviour and Discipline Policy

Date	Review Date	Endorsed by	Approved by	Link Governor
Dec 2015	Dec 2016	Children, Families and Community Committee	Governing Body	Shaheen Ferdous

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

1. This policy complies with, Section 89 of the Education and Inspectors Act 2006
2. Takes guidance from DfE, Behaviour and Discipline in schools; a guide for head teachers and school staff 2014
1. Takes guidance from DfE Exclusion from maintained schools, Academies and pupil referral units in England, 2012. A guide for those with legal responsibilities in relation to exclusion
2. Acknowledges the school's legal duties under the Equalities Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

### Our Vision

Our vision is to provide a high quality education where children can develop a lifelong love of learning. We encourage our children to aim high and achieve their full potential. We want all our children to be 'Secondary Ready' with a solid foundation in the core skills enabling them to build upon these skills and to become successful responsible and successful citizens for the future.

To support our children on their educational journey we are committed to providing an outstanding stimulating learning environment that offers a broad and balanced curriculum where our children can develop their skills, knowledge and confidence through a range of experiences. We work in partnership with our parents/carers and local community.

We wish to work closely with the House Captains and House Representatives to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

This policy should be read in conjunction with the following documents:

- Exclusion from Maintained Schools in England – **Guidance A**;
- Use of Reasonable Force – **Guidance B**

### Aims

To achieve our aims, we are committed to:

- Providing a calm, safe and secure environment where your child can thrive;
- Promoting self-discipline and proper regard for authority among pupils;
- Setting high expectations and standards for all;
- Preventing all forms of bullying among pupils by encouraging good behaviour and respect for others;
- Providing a stimulating environment that enables children to learn and gain independence;
- Promoting the principles of equality and access of opportunity;
- Building active partnerships with parents/carers and our local community;

- Creating an excellent team of staff who value, praise and are committed to a shared sense of purpose;
- Providing a curriculum that allows pupils to obtain individual success and to equip them with the core basic skills needed to be prepared for life;
- Promoting British Values through our House Characteristics;
- Continually evaluating our practices and work in order to exceed our previous best achievements.

At The Devonshire Hill Nursery & Primary School we expect all our children to behave in strict accordance with our school rules and in line with our Home/School agreement (**Appendix A**)

The Devonshire Hill School rules

1. Always be gentle
2. Be kind and help others
3. Be honest
4. Work to the very best of your ability
5. Look after personal and school property
6. Listen to learn, achieve and stay safe.

We acknowledge that at certain times children will show unacceptable behaviour and we recognise the role of the school to educate children in the ways of acceptable behaviour. We also expect our families to educate their children in the ways of acceptable behaviour and to work with the school in partnership to support their child.

Negative behaviour of any kind by adults or children is totally unacceptable at our school. If negative behaviour does occur, it will be taken very seriously and dealt with in an effective way. All our children are encouraged to tell and should feel safe in the knowledge that we will deal with incidents of negative behaviour promptly.

## **Procedure**

### **Class rules**

Each class from Nursery to Year Six will develop their own class rules and reward/sanction systems that are in line with the overarching whole school rules. The class rules will vary from to class to class to allow for the diversity of the needs of the children within each class. So for example a Reception class may have '*good sitting on the carpet rules*' whereas a Year 5 class may have '*safe use of the mini laptops/iPad in class rules.*' These classroom rules will be devised at the beginning of the school year and may be altered as needs change throughout the year. The class rules will be developed within The Devonshire Hill Primary School rules framework. They will be worded positively and displayed prominently within the classroom.

### **Circle Time**

Circle time activities will be used to address specific areas that arise within the class, for example friendships and emotional wellbeing. This will be timetabled into the day as decided by the class teacher.

### **Promoting Fundamental British Values in School**

Spiritual, Moral, Social & Cultural (SMSC) development needs are specifically addressed in the curriculum as well as generally. This is taught through a curriculum with a focus on the eight Key Characteristics of the Houses in the school as follows;

### **Independence- Responsibility – Initiative - Optimism – Curiosity- Perseverance Generosity – Social Intelligence**

The Devonshire Hill Nursery and Primary School offers a calm learning environment where the aim is to use loud voices (shouting) at an absolute minimum as much as possible and only to be used by adults in cases of extreme urgent need. Non verbal gestures are used to gain the children's attention. One example

of this is the whole school policy of raising the right hand, palm towards the children to gain the attention of the group. This can be seen used effectively during assemblies.

Children will be told if they are doing something wrong, and why it is wrong so that the child can understand and learn the difference between right and wrong. Staff will aim to use positive language with the children as much as possible; an example of this is to say, 'walk please' as opposed to 'don't run.' Staff will look for solutions to problems with the child to empower the child to take their responsibilities seriously and to then make an informed choice.

As part of our curriculum offer we actively seek to broaden the children's experience and learning through a range of off-site educational trips. A risk assessment is completed before all planned curriculum trips and if a child's behaviour is deemed to be a greater risk than the school can reasonably and safely control then the parent/carer or a responsible adult of their choosing will be required to attend the trip to take responsibility of their child. If a responsible adult is not able to attend the trip to take responsibility of the child, then the child will not be able to attend the trip and the child will stay in school in another class.

Children are not excluded from specific areas of the curriculum because of their behaviour, however if a risk assessment deems the child to be of high risk then control measures will be put in place to lessen the risk which may include certain exclusions. Parents/carers will be informed.

## **Rewards**

There is a range of ways that staff can reward positive behaviour and effort towards high achievement which include:

- Star Achievement;
- House point system;
- Verbal and non-verbal praise and regard;
- Stickers/stamps;
- Certificates for specific reasons. These are given out weekly at Celebration Assembly;
- Work shown to class, or comment made to class;
- Work/note taken to partner class teacher by the child;
- Work/note taken to be shown to a specific staff e.g. excellent math's work to the math's leader;
- Excellent work/note/email sent to Assistant Heads /or Headteacher;
- Class teacher to arrange a meeting with the child's parent/carer.

## **Whole class rewards**

Class Teachers can reward their class for:

- Exceptional work;
- Collaboration;
- Class assemblies;
- Excellent behaviour on trips off the school site.

The class rewards will be in the form of a certificate to be awarded at Celebration Assembly.

## **Sanctions**

There is a range of ways that staff can manage and sanction negative behaviour which include:

- Verbal reminders of expected behaviour. E.g. *'Keep your hands and feet to yourself.'*;
- Non-verbal reminders. E.g., *'adult placing finger on own lips to model being verbally quiet'* Non verbal reminders are effective with most children and are especially effective for children with English as an Additional Language (EAL) who are in the early stages of English acquisition;
- Move seating position;
- Kept in class to miss a few minutes of playtime/lunchtime by the Class teacher;
- To complete any work that is unfinished during a time decided and is under the direction of the class teacher, which may be playtime/lunchtime;

- Work sent home to complete;
- Reparation;
- Sent to Assistant Headteacher;
- Member of the Senior Leadership Team sent for. Parents/Carers will be informed;
- Meetings arranged with parent/carer, child and the class teacher.

## **Behaviour Plan/ Behaviour Record Sheet**

There is a set procedure for dealing with negative/challenging behaviour during lesson time. The guidance should be fully explained to the children on a regular basis, at least at the beginning of every half term. A Behaviour Record Sheet must be completed if a staff member deems it necessary and this would be for a breach of the school rules. This applies to children from Nursery to Year 6. The Behaviour Record Sheet needs to be accurately filled in by the staff member and handed to the Assistant Headteacher (AHT) for the phase on the same day as the incident occurred. The Class teacher will then ensure that the child receives the appropriate sanction. If the parent/carer of the child needs to be informed, then this is done the same day and it is the Class teacher's responsibility to ensure that this happens. The AHT will ensure the incident is recorded on the child's electronic file on the school's management system (INTEGRIS.) The AHT will ensure that any follow up actions are taken and recorded. **(Appendix B)**

## **Time out**

'Time out' is time away from playing during play/lunchtime in the playgrounds. Children who are playing inappropriately should be issued with a warning and a reminder of the correct expected play behaviour. If the inappropriate play behaviour is repeated the child will be told to stand/sit in the designated area, which is away from the play areas and to have what is known as 'time out' of play. They are told how many minutes they are to miss of playing which is up to a maximum of 5 minutes only.

## **Concerns about a child.**

All Child Protection concerns must be dealt with in line with the school's Safeguarding Policy. Any other concerns should be brought to the attention of the Assistant Heads, verbally in the first instance if urgent and then followed up in writing-preferably by email so a paper trail can be kept. The Assistant Heads will then advise/decide on the appropriate action to be taken. The Assistant Head for Inclusion is the school's Special Educational Needs Coordinator (SENCO) and is a member of the school's Safeguarding Team. The school's Safeguarding Team meet regularly and discuss all cases that have been brought to members' attention. The meeting is logged with each member taking on the lead role of named children. At the discretion of the members of the Safeguarding Team a child may be placed on the school's Vulnerable Child list. The Safeguarding Team make available regular reports for the school governors.

## **The Pastoral Team**

If a class teacher has a (non safeguarding) concern about a child, they can refer to the Pastoral Team using the referral form **(Appendix C)** The Pastoral Team will then put in place a plan of action to support the child with their needs. Children can also self refer to the Pastoral Care Team using either the in classroom referrals or 'The Blue Box' located outside the Headteacher's office with any concerns they may have. The Pastoral Care Team will meet with the Assistant Heads to discuss actions for individual children and to ensure they are put in place. As necessary, meetings with parents/carers will be arranged with the child, class teacher and Assistant Head. If the Senior Leadership Team deem it necessary to make adjustments in school for a child (e.g. move to another class/ playground for a fixed period) then this will be agreed in consultation with staff and the parents/carers will be informed.

## **Multi Agency Assessment**

The school will consider a multi-agency assessment for pupils who display continuous disruptive behaviour. This may be under the criteria of Early Help, previously known as, Common Assessment Framework (CAF). The Early Help Form is completed with the parents/carers of the child and is a joint process of working together to refer to services and to access support that the child and family may be in need of at certain times in the child's life.

## **Bullying and Discrimination**

Bullying and discriminatory incidents of any kind are totally unacceptable at our school. If bullying and/or discrimination do occur, they will be taken very seriously and dealt with in an effective way. All our children are encouraged to tell and should feel safe in the knowledge that we will deal with incidents of bullying and/or discrimination promptly. See Anti-Bullying and Discriminatory Incident Policies.

## **Extremism and Radicalisation**

The school follows the Prevent Agenda and will implement the Safeguarding Policy robustly if there are any concerns that a pupil or pupils are at risk.

## **Physical intervention & the power to use reasonable force.**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Therefore, on very rare occasions physical intervention may be necessary and will only be used in particular situations to prevent incidents that may result in significant harm to a child or staff member.

The DfE guidance on the Use of Reasonable Force (July 2013) quotes the following as examples of situations where reasonable force might be used:

- 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.

Staff will be given training in conjunction with the Senior Leadership Team. As far as possible, staff should only use force as a last resort and then not unless or until another responsible adult is present to support, observe and call for assistance. All incidents must be recorded and reported using the correct paperwork (**Appendix D**)

## **The power to discipline beyond the school gates**

All pupils are expected to demonstrate good behaviour at all times and this will include when:

- Taking part in any school-organised or school related activity or;
- Travelling to and from school or;
- Wearing school uniform or;
- In some other way identifiable as a pupil of 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 threat to another pupil or member of the public or;
  - Could adversely affect the reputation of the school

The school will apply the school rules and sanctions to the above. This allows the school's response to all non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school to be applied. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed. The school may consider following

the safeguarding policy if the misbehaviour is linked to the child suffering, or being likely to suffer, significant harm.

### **Confiscation of personal items**

Children are not allowed to bring any personal items into school as the school provides all the equipment that the children need for the learning day. There may be occasions when the children are invited to bring items in and on these occasions a letter will be sent home to the parents/carers.

If a child brings a personal item into school that is not on the list of prohibited items without authorisation, the item will be confiscated by a staff member and returned to the child or parent/carer at the end of the day. If the child repeatedly brings personal items into school, then the parents/carers will be informed that the items will be confiscated and disposed of.

### **School Uniform**

Children are required to wear school uniform and this includes school shoes and a waterproof coat with a hood. Children are also required to wear the school PE Kit with plimssoles. When children are representing the school they are required to wear full school uniform. Children are not allowed to wear non school uniform clothes unless there is a 'themed day' of which parents/carers will be informed. Children who wear items of clothing that are not school uniform, e.g. 'hoodies' will be asked to remove it and the item will be returned to the parent/carer at the end of the day. Children who persistently breach the school uniform rules will have the item confiscated until the end of term. Parents/Carers will be informed and will be required to collect the item (s). Parents are advised of the strict school uniform requirements on entry to the school and we expect all parents/carers to support this.

### **Screening and Searching Pupils**

The expectation is that this would rarely be needed for primary school pupils; however, the school has the power for teachers to search without consent for 'prohibited items' which would include:

- 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 property;
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Exclusion**

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a fixed term or permanent exclusion. The decision to exclude a pupil is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of strategies that have been tried without success. The school will have regard to the DfE guidance on this issue which is set out in the publication, *Exclusion from maintained schools, Academies and pupil referral units in England*. A guide for those with legal responsibilities in relation to exclusion (available as a free download from the DfE website). A printed copy of the guidance can be made available at the school.

The Headteacher will exclude children if they demonstrate serious breaches of the behaviour policy and these can be identified under the following categories:

1. Physical assault against an adult (PA)
2. Physical assault against a pupil (PP)

3. Verbal abuse/threatening behaviour against an adult (VA)
4. Verbal abuse/threatening behaviour against a pupil (VP)
5. Persistent disruptive behaviour (DB)
6. Bullying (BU)
7. Racial abuse (RA)
8. Sexual misconduct (SM)
9. Drug and alcohol related (DA)
10. Theft (TH)
11. Other (OT)

All fixed term and permanent exclusions are reported to the local authority and the Governing Body of the school. For breaches of the school rules that have resulted in exclusions at this school 2014/15. Parents/Carers should be advised that this list is of breaches that have occurred in our school and offers a guide to the sanctions imposed. However, every case is individually investigated and the Headteacher will issue the sanction as such. See (**Appendix E**)

### **Role of the Governing Body**

The Governing Body has:

- The duty to set the framework of the school's policy on pupil discipline;
- Responsibility to ensure that the school complies with this policy;
- Delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- Delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- Appointed a coordinator for behaviour and discipline to work with the Headteacher;
- The duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring policies are made available to parents;
- Nominated a link governor to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body;
- Responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher will:

- Determine the detail of the standard of behaviour that is acceptable to the school;
- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- Promote good behaviour by forging sound working relationships with everyone involved with the school;
- Encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- Ensure the health, safety and welfare of all children in the school;
- Work with the pupils to create a set of school rules that will encourage good behaviour and respect for others;
- Monitor the effectiveness of this policy;
- Annually report to the Governing Body on the success and development of this policy

The coordinator will:

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher and the link governor;
- Provide guidance and support to all staff;
- Provide training for all staff on induction and when the need arises;
- Keep up to date with new developments and resources;

- Work with the pupils;
- Monitor school support systems;
- Undertake classroom monitoring;
- Track pupils using a range of school held data, i.e.; assessment, attendance, pupil progress meetings, targets and Individual Education Plans / Pastoral Support Plans, as appropriate;
- Create links with parents;
- Deal with external agencies;
- Review and monitor;
- Annually report to the Governing Body on the success and development of this policy

The Link Governor will:

- Work closely with the Headteacher and the coordinator;
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy;
- Report to the Governing Body every term;
- Annually report to the Governing Body on the success and development of this policy

School personnel are expected to:

- Comply with all aspects of this policy;
- Encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- Promote self-discipline amongst pupils;
- Deal appropriately and consistently with any unacceptable behaviour;
- Apply all rewards and sanctions fairly and consistently;
- Discuss pupil behaviour and discipline regularly at staff meetings;
- Provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- Attend periodic training on behaviour management;
- Ensure the health and safety of the pupils in their care;
- Identify problems that may arise and to offer solutions to the problem

Pupils are expected to:

- Be aware of and comply with this policy;
- Be polite and well behaved at all times;
- Show consideration to others;
- Make suggestions about school behaviour via the School House Captains and House Representatives;
- Follow all health and safety regulations in all areas of the school;
- Not make unacceptable remarks against fellow pupils or school personnel;
- Co-sign and abide by the Home School Agreement

Parent/carers are encouraged to:

- Comply with this policy;
- Have good relations with the school;
- Support good behaviour;
- Sign the school's 'Home-School Agreement';
- Ensure their children understand and value the meaning of good behaviour;
- Support school rules and sanctions

House Captains and House Representatives will:

- Discuss improvements to this policy during the school year;
- Devise school rules and sanctions;

- Review the effectiveness of this policy with the Governing Body

## **Sanctions**

Sanctions which must be applied fairly and consistently have been devised:

- By the School Pupil Representatives and the Governing Body;
- Not to be degrading or humiliating to any pupil

## **Pupil Support**

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

## **Celebration of Good Behaviour**

Good behaviour is celebrated at the weekly achievements assembly. But regular praise and encouragement is part of the school ethos.

## **Outside Agencies**

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- Educational Psychologist;
- Educational Welfare Officer;
- School Health Nurse;
- Social Services;
- Early Help Advisors

We also invite in specialist organisations to deliver awareness training and workshops to pupils on a range of areas, such as 'knife crime' 'gangs' as age appropriate.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- The school website
- The Staff Handbook
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- Meetings with school personnel
- Reports such as Headteacher reports to the Governing Body
- Information displays in the main school entrance

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation).

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**This policy was reviewed and endorsed by the Full Governing Body of The Devonshire Hill Nursery and Primary School on Wednesday 9<sup>th</sup> December 2015.**