The Devonshire Hill Nursery and Primary School

Successful Learners

Pupil Behaviour and Discipline Policy

Date	Review Date	Endorsed by	Approved by	Link Governor
March 2019	Kept under review and updated as necessary	Committee	Governing Body	TBC

Please note that due to the COVID-19 outbreak **Appendix Ai** (COVID-19 Home/School Agreement) has been added to this policy. All references to Home/School Agreement refer to both Appendix A **and** Appendix Ai.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

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 pupils of the school, 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 document:

https://www.gov.uk/government/publications/school-exclusion

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 agreements (**Appendix A and Appendix Ai**).

The Devonshire Hill Nursery & Primary 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 6 will develop their own class rules 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 'working in collaboration.' 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 house qualities and characteristics of the school team Houses. The four Houses were put together by pupils

who recognised local people, from the past, who have had a positive impact in our society. The Houses are named after each one:

- Thomas **Hodgkin** (17 August 1798 – 5 April 1866) was a British physician
- Arnold **Lynch** (3 June 1914 – 13 November 2004) was an English engineer
- Priscilla **Wakefield** (31 January 1751 – 12 September 1832) was a British philanthropist
- Walter **Tull** (28 April 1888 – 25 March 1918) professional footballer and British Army officer of Afro-Caribbean descent.

They all had the following characteristics that we have adopted into our House qualities that we expect the children and staff to model.

- ✓ **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 for 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;

- Messages of praise sent home.

Whole class rewards
Class Teachers can reward their class for:

- Exceptional work;
- Collaboration;
- Class assemblies;
- Public response to 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 that 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 classteacher;
- 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 a senior team member
- Member of the senior leadership team sent for. Parents/carers will be informed;
- Meetings arranged with parent/carer, child and the classteacher.

Behaviour plan/ behaviour log

There is a three part warning procedure for dealing with negative/challenging behaviour during lesson time. The guidance must be explained to the children on a regular basis, at least at the beginning of every half term. A behaviour log must be completed if a staff member deems it necessary and this would be for a concerning/serious breach of the school rules. This applies to children from Nursery to Year 6. The behaviour log must to be accurately filled in by the staff member. The classteacher 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 classteacher's responsibility to ensure that this happens; either in person or on the telephone. The classteacher is responsible for recording behaviour incidents on the child's electronic file on the school's management system (INTEGRIS). Formats for informing parents of behaviour concerns **(see Appendix B)** there are two separate behaviour logs, one for learning time **(appendix Bi)** and one for lunchtime **(appendix Bii**).

Time out
'Time out' is time away from playing during play/lunchtime in the playgrounds. Children who are playing inappropriately will 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 senior team, verbally in the first instance if urgent and then followed up in writing-preferably by email so a paper trail can be kept. The senior team will then advise/decide on the appropriate action to be taken. The Assistant Head for Inclusion is the school's Special Educational Needs & Disability Coordinator (SENDCo) and is a member of the

school's safeguarding team. The school's safeguarding team meet regularly to discuss and record all cases that have been brought to members' attention. 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 team using either the in classroom referrals or 'the blue box' located in key stage 1 & key stage 2 corridors with any concerns they may have. The pastoral team will meet 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 a member of the senior team. 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. 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 our 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.
In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

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 to parents 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 via parent mail.

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 plimsoles. 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
Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Possession of any prohibited items. These are:

- 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)

Exclusion
Internal Exclusion

The school will impose an internal exclusion if it is deemed that the child may benefit from some time away from their peers, this would usually be facilitated in another class.

Fixed Term and Permanent Exclusion

The governing body has decided that in exceptional circumstances exclusion will be used as a sanction as either 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;
Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017 the DfE

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 Incidents (RA)
8. Sexual misconduct (SM)
9. Drug and alcohol related (D&A)
10. Theft (TH)
11. Other (OT)
12. Disability Abuse (DA)
13. Homophobic Abuse (HA)
14. Use of Derogatory Language (DL)
15. Possession of any prohibited items (PPI)

All fixed term and permanent exclusions are reported to the local authority and the Governing Body of the school. 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. For breaches of the school rules that have resulted in fixed term /permanent exclusions at this school during the past 3 years, see **Appendix E**.

Roles and responsibilities

The Governing Body

- The governing body is responsible for reviewing and approving the written statement of behaviour principles (Appendix F)
- The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policies' effectiveness, holding the headteacher to account for its implementation.

The Headteacher

- The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (Appendix F)
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents
Parents are expected to:

- Support their child in adhering to the school rules
- Sign the school's 'Home-School Agreement' upon admission of their child to the school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils
Pupils are expected to;

- Follow the school rules
- Wear correct school uniform at all times
- Behave in an orderly and self–controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside the school
- Abide by the Home School Agreements **(Appendix A and Appendix Ai)**

Malicious allegations
Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

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 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).

This policy has been reviewed and endorsed by the Full Governing Body of The Devonshire Hill Nursery and Primary School.

Headteacher	**Date**
Chair of Governors	**Date**