

Behaviour and Discipline Policy

Introduction

At Orsett CE Primary School we believe our school is a Christian community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of gender, disability, ethnicity, social, cultural or religious background.

By stating through our school policy the expectations that we have for the way in which each member of our school community should conduct themselves, a common understanding is promoted that helps to ensure our school is a safe and orderly community of learners. A common understanding of, and approach to, agreed principles of behaviour and discipline, brings the advantages of:

- benefits to the pupils
- guidance to staff
- clearly informing parents
- consistency with the expectations of other local schools and the community
- working within national guidelines

Aims

- Good behaviour creates a better climate for learning.
- By reinforcing good behaviour and discouraging poor behaviour we aim to foster in each child the ability to:
 - determine right from wrong
 - grow in independent thought and judgment
 - take responsibility for their own actions

We aim to:

- Create a community where all its members feel valued and respected and where the building of positive relationships is paramount.
- Help children grow, live and work in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- Create an environment that is stimulating and enriching and in which effective learning and teaching can take place.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others, property and the world around us.
- **Treat all children fairly and apply this policy in a consistent way**

Implementation

- All adults within school will be inducted into the principles of the Behaviour and Discipline Policy
- All adults within school will be expected to put the policy into practice in a fair and consistent fashion
- All parents will be made aware of the principles of the Behaviour and Discipline Policy
- All children will be made aware of the principles of the Behaviour and Discipline Policy
- The implementation of the Behaviour and Discipline Policy will be monitored regularly by the Headteacher and all staff
- The code of conduct will be reviewed by pupils and staff regularly
- The Behaviour and Discipline Policy will be reviewed by pupils and staff regularly

Guidance for All Staff

One of the most powerful determinants of a child's behaviour is a positive adult role model. Positive reinforcement of good behaviour is more effective than negative punishments. Although there are agreed sanctions for children who misbehave, it is encouragement of good behaviour which is far more important.

- Staff should praise children who behave in a polite, helpful, considerate and sensible manner. Verbal feedback on behaviour deserves a high priority around the whole school and during off-site visits.
- Good behaviour and positive attitudes should be discussed in P.S.H.E. lessons, P4C sessions and assemblies.
- There are a variety of ways that staff can acknowledge and reinforce positive behaviour and other pupil achievements (*see Rewarding Good Behaviour*).
- A well-managed and well planned environment not only stimulates the learner but reduces the prospect of potential problems.
- Staff should ensure that all learning activities are well planned, organised and resourced, as this will help the child to know what is expected of her/him.
- We need to teach behaviour as we need to teach other aspects of the curriculum.
- Classes that have well-organised lessons that are well prepared and that take into account the full range of the learning abilities, tend to have few discipline problems.
- A calm, controlled, learning environment is conducive to positive learning and helps to give the child a feeling of security and confidence.
- The climate for learning, in or out of the classroom, can promote good behaviour.
- All children should be treated with sensitivity to maintain and raise self-esteem.
- Comments made to a child should focus on the positive and be made positively and constructively.
- Where disapproval is used, it should focus on the behaviour rather than the child.
- Staff should, where practicable, take time to explain the reasons for a child being asked to do something.
- Every care should be taken to demonstrate respect and care for people and property.
- The child should be listened to and spoken to calmly.
- There should never be the intention to belittle or demean.
- Every effort should be made to diffuse potential problems before they arise. This may be done by discussion, good organisation, consultation and similar strategies
- Certain behaviour such as bullying, rudeness, fighting, swearing, is never acceptable and should be dealt with when encountered.
- It is not normally necessary to shout.
- The use of physical punishments will not be supported under any circumstances.
- The school will work with the child's parents/carers to help modify poor behaviour through approaches that are applied consistently at home and school.
- The Headteacher reserves the right to inform a parent/carer of her/his child's unacceptable behaviour, which may under extreme circumstances lead to exclusion.
- Staff should consult with the Head teacher when behaviour becomes a concern.
- Any behaviour that requires an investigation will be recorded on an incident form which will be shared with relevant staff and filed with class records.
- *See also Code of Conduct*

Rewarding Good Behaviour

Verbal Praise

- Children will be spoken to in a polite and positive manner.

Stickers

- Children will be given stickers for positive behaviour and as a reward for producing/completing work beyond personal expectations.

Subject Leader Certificates

- Children will be sent to the specific subject leader following good work/attitude in that curriculum area, they will receive a sticker, from the SL, and certificate in achievement assembly

House points

- These will be rewarded for any positive behaviour in school, and stickers are transferred into house points. The house team with the most points each week will be recognised and displayed.

Top Table

- Children who have been especially thoughtful or well behaved at lunchtime are nominated by the Midday Assistants and have a special place at the Top Table on Fridays.

Head/Deputy head Teacher Award

- These will be given when a child has been awarded five stickers, or for any additional exceptional behaviour/work.

Celebration of Achievement -

- Merit Certificates - These are awarded for every ten Head/Assistant Head Teacher Awards given.
- Celebration Board- When a child has had 10 Head Teacher awards their name will be placed on the 'Golden Board'.
- Achievement Assemblies- Children who have received either Head/Deputy Head teacher Awards/Merit Certificates will have the opportunity to share their achievements in a weekly assembly. Outside achievements will also be celebrated in these assemblies.

Dealing with Unacceptable Behaviour

- Each child needs to learn the consequences of their own actions and take responsibility for the way in which he/she behaves.
- If an adult is confident that a child is able to differentiate between right and wrong, yet behaves in a way that is unacceptable, it will be necessary to use sanctions as a deterrent. The pupil will be told that his/her behaviour is unsuitable, be given the opportunity to discuss the situation and will be encouraged to modify that behaviour.
- Where appropriate the adult will then adhere to the agreed system of sanction.
- The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment.
- We employ each sanction appropriately to each individual situation (*see Sanctions*)

Sanctions

Time Out

- This will be used within the classroom context.
- Children who are not behaving as expected will be given a series of verbal instructions. On the 3rd instruction the child will be sent to another classroom, with a "timer" for a given period for up to 10 minutes (*see Appendix 1 – Behaviour Procedures*)
- If a child has had 3 or more time-outs in a week then the parent will be informed to discuss this behaviour with the child – this discussion is to be recorded on a light orange contact sheet
- During Lunchtimes, midday assistants may issue timeouts to children (*as above*) any inappropriate behaviour during lunchtime is to be recorded in the midday assistants book and reported to the class teacher – more than 3 issues in a lunchtime the Head/Deputy teacher will be informed to discuss this behaviour with the child

Loss of Privileges

- Children whose behaviour is unacceptable or continuously detrimental to his/her learning may face a loss of privileges, including loss of playtime, clubs or **not** representing the school in teams etc.

Letter of apology

- If a child has been verbally or physically upset/hurt by another child the child who has caused the incident will be asked to write a letter of apology to the victim for their behaviour, if appropriate

Parents Contacted

- Used for physically/verbally aggressive acts witnessed by staff/or refusal to act on adult direction or having been sent to either the Head or the Deputy Head teacher, when appropriate

Fixed Term/Permanent Exclusions

- These sanctions will be used for matters of serious breaches of the Orsett CE Primary School Code of Conduct.
- If a pupil receives 3 fixed term exclusions within an academic year, the Local Governing Board would consider Permanent Exclusion.

Screening and Searching Pupils

- It is important that all children remain safe within the school.
- Therefore, in the unlikely event, if a member of staff has reason to believe that a child has entered the school with an item that will endanger other pupils this must be immediately reported to the Headteacher (or in their absence a member of the Senior Leadership Team).
- The member of staff who has been informed of the concern has the power to search a child and their belongings to ensure that no item that will endanger other children (or themselves) is present.
- The search **must** take place with a second member of staff present and in an area which is not public.
- If an item is found the school will immediately remove the item and contact the parents to inform them of the situation.

Use of Force or Other Reasonable Contact

- Staff will use other methods of behaviour management to ensure pupils are well ordered and safe
- However, there may be times where the use of force or contact is necessary to ensure that children are kept safe
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, force is generally used to control pupils and to restrain them.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The Power to Discipline Beyond the School Gate

- Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff
- This may include any bad behaviour when the child is:
 - taking part in any school-organised or school-related activity
 - travelling to or from school
 - wearing school uniform
 - in some other way identifiable as a pupil at the school.
- It also includes misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of the public
 - could adversely affect the reputation of the school
- In the majority of cases this will be dealt with in accordance with the sanctions as set out previously and parents will be informed of the issue and asked to meet with the Headteacher
- In all of these circumstances the headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil.
- If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed.
- In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Multiagency Assessments

- The school will seek support from a multiagency if the internal sanctions have not changed the behaviour of the child or if the school feels that the child needs specialist support to ensure positive behaviour in and around school.

Pastoral Care Available for School Staff Accused of Misconduct

- Employers have a duty of care to their employees.
- They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended.
- It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in our school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- Further guidance can be found in *The Diocese of Chelmsford Vines Schools Trust – Allegations of Abuse against staff policy*

The Role of Parents / Carers

- Parents/carers have a vital role to play in their children's education.
- The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents/carers to read these and support them.
- We expect parents/carers to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

The Role of the Local Governing Board

- The Governors have endorsed this policy and, with the Headteacher, will review its effectiveness annually.
- Together, they will ensure that the policy is administered fairly and consistently.
- The Local Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The governors support the Head Teacher in carrying out these guidelines.

Agreed by the staff team: September 2012

Agreed by the governors: February 2013

Review Dates: February 2013
February 2014
February 2015
February 2016
December 2017
September 2018

Date for next review: September 2019

Appendix 1

Behaviour procedures –to be linked with the Behaviour Policy

Stages when dealing with behaviour issues:	Procedures:
Refer to behaviour policy for day-to-day occurrences.	<p>If expectations are not being followed:</p> <p>1st consequence-verbal warnings are given (up to 3)</p> <p>2nd consequence-time out is given in another class (up to 10 mins)</p> <p>3rd consequence-a member of SLT is called for</p> <p>4th consequence-Deputy Head is called for</p> <p>5th consequence-Head teacher is called for</p>
1 st consequence-verbal warnings are given (up to 3)	<p>If this is consistently happening within class or at play/lunch time:</p> <ul style="list-style-type: none"> ➤ Refer to the class teacher (if incidents happen during play/lunch time – MDAs should record this in their books) ➤ Refer the incidents to HT/DHT ➤ Speak to the parents/carers ➤ Give the child a “behaviour” chart-smiley faces, with comments. (HT has an original copy)
2 nd consequence-time out is given in another class/standing by the wall during play/lunch time (up to 5mins for KS1/10mins for KS2)	<p>If a child has had a time out on more than two occasions in one week:</p> <ul style="list-style-type: none"> ➤ Refer to the class teacher (if incidents happen during play/lunch time– MDAs should record this in their books) ➤ Speak to parents/carers ➤ Refer to HT/DHT ➤ Give the child a “behaviour” chart-smiley faces, with comments.
If a child is complaining about/being affected by another child’s behaviour.	<ul style="list-style-type: none"> ➤ Talk to child ➤ Speak to all children involved-at play/lunch time ➤ Refer to SLT-to complete restorative justice <p>If it is happening at play/lunch time:</p> <ul style="list-style-type: none"> ➤ Follow the consequences above ➤ Speak to the class teacher ➤ Refer to HT/DHT if it continues <p>If the issues continue:</p> <ul style="list-style-type: none"> ➤ Monitor – with a diary ➤ Let the parent/carer know that you are dealing with it ➤ Set up a “smiley face” chart for the “injured” child ➤ Refer to HT/AHT
Any physical conflict	<ul style="list-style-type: none"> ➤ Send/report to HT/DHT or a member of SLT ➤ Inform parents (before the end of the school day)
In extreme cases/pupils with specific behavioural difficulties	<ul style="list-style-type: none"> ➤ Staff to follow the agreed procedure for the individual case. This will be agreed between the HT/DHT, SENCO, Adults in class and with parent input.

Behaviour Management Procedure

For issues when they occur in a day

1 st behavioural issue	Adult to deal	<i>Adult to give a verbal warning</i>
	↓	
2 nd behavioural issue	Adult to deal	<i>Adult to give a verbal warning</i>
	↓	
3 rd behavioural issue	Adult to deal	<i>Adult to give a verbal warning</i>
	↓	
4 th behavioural issue	Adult to deal Time out to paired class	<i>Time out to paired class - Child to return to class after a maximum of 10 minutes – Adult to record time out on behaviour monitoring sheet</i>
	↓	
5 th behavioural issue	Time out to LO or JR	<i>Child to return to class at the end of the session. Adult to record time out on behaviour monitoring sheet</i>
	↓	
6 th behavioural issue	Sent to DH or HT	<i>Child to return to class at the end of the session Class Teacher or member of SLT to feedback to parents Meeting to be held warning parents of future consequences of poor behaviour. Recorded in behaviour monitoring sheet Restart process the next day</i>

More serious issues or if a child has receive more than 3 Time-outs in a week.

	Sent to DH or HT	<i>Behaviour sheet completed with reason for time out and sent with child Child to return to class at the end of the session Letter sent to parents requesting a meeting. Meeting to be held warning parents of future consequences of poor behaviour. Restart process – including a reintegration meeting</i>
	↓	
Following meeting with parents if the process reaches this point	Internal Exclusion to another class	<i>One day in a different class. Work to be set by the child's teacher. Child to return to class the following day To be discussed at Senior Leadership Meeting to consider support and actions needed Restart process - including a reintegration meeting</i>
	↓	
If the process reaches Internal Exclusion again	Formal Exclusion	<i>Contact parents and formally exclude up to a maximum of 5 days Child to return To be discussed at Senior Leadership Meeting to consider support and actions needed Restart process- including a reintegration meeting</i>

Please see The Diocese of Chelmsford Vines Schools Trust – Exclusions Policy for further guidance