



BEHAVIOUR MANAGEMENT AND DISCIPLINE

Version 1.2

This is a policy which governing bodies and proprietors are required to have by law:
 Category A – Statutory policies required by education legislation – School behaviour.
 Category C – Other statutory documents – Behaviour principles written statement.

Review Frequency: Category A – Headteacher free to determine.
 Category C - Governing body free to determine.

Approval: Category A – Headteacher.
 Category C - Full governing body or a committee of the governing body.

Document Location:

- Paper copy available in the staff room policy file.
- O:\UPDATED POLICIES\STATUTORY\SPS Behaviour Management Policy - V1.1.doc.

Document History:

Version	Description	Date	By
-	Original version. File dated 4 March 2013, located in "Policies under review"	-	-
0.1	Formatting changes. Changed "Lower" to "Primary"	22 January 2014	Karla de Visser
1.0	Formally approved by the governing body 10 December 2013	24 March 2014	Karla de Visser / Jacqui Gibson
1.1	Awaiting approval by the governing body	May 2016	Jo Shillington
1.1	Approved by the governing body	July 2016	Jo Shillington
1.2	Reviewed and updated by Ann Parish in February 2017. Approved by full governing body on 21 March 2017	21 March 2017	Ann Parish

Aims and Objectives

We understand and accept that children in modern times are growing up in a more stressful society that often serves to undermine their trust, security and ability to regulate their responses to their surroundings. At Shackleton we strongly believe in providing a nurturing environment built on the understanding that before self-regulation comes attachment and emotional literacy. We also understand that all behaviour is a form of communication. We believe that children should be encouraged to have respect for themselves, for others and for their school. The adults in the school community are the role models for the children; they depend on adults for their moral standards and for guidance that is acceptable in any given situations. We acknowledge that each and every person who joins in the school community has a personal part to play and each person's talents will be valued and enjoyed. We will listen with care to the view and opinions of one another and value them. The children at Shackleton Primary School are encouraged to develop positive self-images, so that they believe in their ability to behave well and develop awareness of self, and sensitivity to others. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Aims for Behaviour at Shackleton Primary School

At Shackleton we are committed:

- To teach respect for individuals and the understanding that we are all different.
- To have high expectations of pupils' academic and social abilities and match activities to pupil ability.
- To promote self-esteem and self-discipline in children.
- To promote and maintain good relationships and mutual respect between adults, adults and children, children and children.
- To support and praise good behaviour and apply sanctions fairly and consistently taking account of SEND and the needs of vulnerable children offering support as appropriate; praise begins with frequent use of encouraging language and gestures, so that positive behaviour is instantly recognised and positively rewarded.
- To ensure school staff are aware of any SEND or other personal factors which may arise and impact on children's behaviour.
- To ensure staff are well informed about cultural differences in behaviour and their implications.
- To support newly arrived children and their families in understanding and following the behaviour policy.
- To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- To promote a real sense of community and pride in the school.
- To promote positive home/school links and informing parents/carers of school policy and expectations of them.
- To keeping parents/carers informed when difficulties arise and similarly informing them when children improve or are well behaved as a matter of course.

- To make sure that every vulnerable child has a key person in school who knows them well, has good links with the home, and can act as a reference point for all staff when they are unsure about how to apply the disciplinary framework.
- To plan proactively how the school’s disciplinary framework should be applied for each of these pupils.
- To ensure that all those in contact with the pupil know what has been agreed.
- To involve outside agencies e.g. School Psychological and Special Needs Service, School Nurse, Social Services, Education Welfare Officer & Service where appropriate and ensure all staff know the correct procedures by which to contact these services.
- To ensuring that all adults have a consistent approach to the encouragement of good behaviour.
- To keeping the Leadership Team informed of behaviour or difficulties that may arise.

The Principles for Behaviour in the School

Good behaviour is the responsibility of everyone including; staff, children, parents / carers, families and visitors.

Our school has **six special “Golden Rules”** which are:

- We are kind and helpful
- We are honest
- We listen
- We are gentle
- We look after property
- We work hard

These Golden Rules are displayed in every classroom.

All members of the school community have roles and responsibilities in promoting and abiding by these principles. Each teacher discusses the “golden rules” with their class and they are used to inform the classroom charters which are agreed by the children at the start of each year and displayed in the classroom. This ensures that all children and adults in the school community understand the standard of behaviour that we expect at Shackleton. Children are also made aware of the importance of appropriate ‘online’ behaviour through reference to being e-safe in PSCHE and ICT sessions.

Rewards

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Behaviour management will focus on encouraging and rewarding appropriate behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

The most effective reward is praise, informal and formal, public and private to individuals and groups. Rates of praise for behaviour should be as high as for effort and achievements. Each class teacher has a reward system in their classrooms. These are individual to the class and the systems have been developed to ensure they meet the principles of the school golden rules and the class charters. Rewards in the classroom may be:

- Verbal praise and encouragement
- Award stickers and reward charts
- House points
- Smiley faces on the board
- Raffle tickets
- Informing parents/carers at the end of the day

They may also on occasion be sent to the Headteacher to celebrate their achievements, where they will be rewarded with a special “Headteacher” sticker.

On Friday we have our Celebration Assembly to collectively celebrate the good choices children have made in school and to share some of the good work they have been producing. Each Friday the assembly will focus on achievement and effort. Each class teacher will nominate one child from their class for academic achievement or for good, improved or sustained behaviour. Occasionally the whole class may be nominated. The children’s names will be displayed on the “Star of the Week” board in the main corridor, on the star of the week board in the classroom and will also be typed on up on the weekly newsletter. During these assemblies we will also celebrate children who have displayed our Value of the Month and any achievements children have accomplished out of school in order to promote a wider range of interest and a broad outlook. Children nominated as displaying the Value of The Month will also be typed on the weekly newsletter.

Good attendance and punctuality are also rewarded during Monday morning assembly. In Key Stage 1 assembly the “attendance teddy” is awarded to the class with the best attendance for the previous week and “Floppy” is awarded to the class with the best punctuality for the previous week. In Key Stage 2 assembly trophies are awarded to the class with the best attendance and the best punctuality for the previous week.

The “attendance teddy”, “Floppy” and trophies are then displayed in the classrooms. The class name is then displayed on the attendance and punctuality board in the main corridor, goes on the weekly newsletter and on the school’s website. For those individual children achieving ongoing 100% attendance we award termly A5 certificates; Bronze for one term, Silver for two terms and Gold for three terms. In July, a cinema trip is organised for any other children who have achieved 100% attendance and for the class who have achieved the best attendance score for the academic year.

The house with the most points at the end of the half term will gain a reward.

All classes hold a weekly PSHCE session as part of the PSHCE (Personal, Social, Health and Citizenship Education) scheme of work. “Good choices” as a form of behaviour is addressed during PSHCE. Each class has its own charter, which is put together in September each year and agreed by each child.

Houses

When they join the school, each child is put in to one of our four houses; Amundsen, Ross, Hillary and Scott. The number of children in each house is spread equally across the year group. Not only will house points be awarded to children for good pieces of work, they shall be also be rewarded for good behaviour and for demonstrating the school's values. The leadership team, teachers, teaching assistants and midday supervisors will issue house points if they observe instances that warrant praise in the classroom, during assembly, during after school clubs, during school visits, in the dining hall and the playground.

Early Years

The Foundation Curriculum is underpinned by children's emotional, social and personal development which is key in developing positive behaviour. The focus is on positive feedback and descriptive praise to enable the redirection of pupil behaviour. Like the whole school, Reception has a class charter and follows the "golden rules". Communication is at the heart of behaviour development in Reception, giving children the opportunity to identify and understand their own and others behaviour. They are encouraged to think about their behaviour through the concept of choices. "Time out" is used if necessary for short periods of time. Parents/carers are informed of the "Golden Rules" on home visits and these are regularly reinforced in school sessions.

Inappropriate Behaviour

We believe that "good behaviour" should be acknowledged and commented on, however it is made clear to children that the following are unacceptable in our school;

- Physical & verbal aggression
- Lack of respect
- Threatening behaviour including bullying
- Deliberate disobedience
- Discrimination
- Deliberate vandalism of property
- Cyber bullying
- Chewing gum

Sanctions

Most instances of poor behaviour are minor and can be dealt immediately by giving the child the opportunity to rectify their behaviour. Management techniques for minor issues may include:

- Tactical ignoring
- Non verbal cueing
- Proximity praise
- Charter/golden rule reminders.

If a child continues to make the wrong choice about their behaviour then a sanction may be necessary.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied, with reference made to the 'Golden Rules'.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It must be made clear that it is the behaviour which is unacceptable not the person.
- It is important that the sanction is not out of proportion to the offence.

Sanctions used to redirect behaviour and to ensure a safe and positive learning environment are:

Escalation Process

- Verbal warning
- Removal onto a separate table/space in the classroom
- Removal under supervision to a quiet area
- Removal to partner class with work to do
- Removal to the phase leader
- Removal to the Deputy/Assistant Headteacher
- Sent to Headteacher.

These are sequential and should be followed in a systematic approach. At each step the child should be given the opportunity to repair their behaviour through restorative conversations. If a child refuses to follow directions to any of the above locations Leadership Team or Headteacher will be sent for. On occasion some situations arise which mean the normal systematic approach is not appropriate, in these cases the following apply;

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child's behaviour is dealt with. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Aggressive/violent behaviour towards staff or other children will not be tolerated. Any incidents are logged at the school office and transferred to the Local Authority Behaviour Log.

Learning Mentors

Learning Mentors are employed by the school to work with pupils on developing positive attitudes and values. Pupils will be identified by staff and their names put forward to the Learning Mentor who will take the necessary steps to work with the children.

At playtime and lunchtime clubs are provided for identified children. This provides a structured environment within school at playtimes, where children identified with having difficulties interacting on the playground, spend time playing in a small group on activities which involve sharing and cooperation.

Lunchtime and Playtime Supervision

When children are occupied the number of incidences of inappropriate behaviour on the playground is reduced. Part of the teacher and supervisors' roles is to encourage positive play and therefore their presence in the playground at playtime and lunchtime is important. Sh.A.B.A children, play leaders and little leaders are also involved in promoting positive play.

All adults in the playground should see themselves as play leaders and be engaged with the children. Adults are responsible for keeping an overview of the playground, looking for potential 'hot spots' and diffusing them if necessary.

A code of conduct is established for playtimes. Lunchtime supervisors interact with children encouraging them to play appropriately and cooperatively. Praise and stickers will be awarded to children for abiding by the playground rules. The Headteacher and Deputy will monitor behaviour in consultation with the Senior Midday Supervisor at lunchtime.

Reasonable Force / Physical Restraint

All members of staff are aware of the advice regarding the use of reasonable force, as set out in DfES publication in July 2013, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The actions that we take are in line with government guidelines on the use of reasonable force.

Please refer to the Control or Restraint of Pupils Policy.

See appendix 1.

The Role of Parents and Carers

We give high priority to clear communication with parents and carers, so that children receive consistent messages about how to behave at home and at school. We explain the 'Golden Rules' in the school prospectus and on home visits and expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

It is important that parents/carers support the school to ensure that inappropriate behaviour is dealt with quickly to prevent escalation and to ensure all pupils feel safe and happy at school. Parents/Carers have a responsibility to also demonstrate high standards of behaviour and respect to staff, children and each other.

The Role of Governors

The Governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted guidance from 'Exclusion from schools and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion'. We recognise the legislative changes which take effect from 1 September 2012, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the child displays any violent and/or aggressive behaviour the incident will be logged by the Office Manager.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

Children will be readmitted to school on the day of their return from exclusion.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every three years. The Governors may, however, review the policy earlier than this if the Government introduces new regulations, or if the Governing body receives recommendations on how the policy might be improved.

Equal Opportunities

Equal opportunities is about ensuring that every member of the school community is regarded as

being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

This policy should be read in conjunction with the Anti-Bullying Policy, Equal Opportunities, Acceptable User Policy, Race Equality policy, Special Educational Needs Policy, Inclusion Policy, Child protection policy, control and Restraint of Pupils Policy.

Appendix 1



Department
for Education

Use of reasonable force

**Advice for headteachers, staff and
governing bodies**

July 2013

Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. 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 student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force 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.
5. 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.
6. School staff should 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.

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.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- 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.

Force **cannot** be used to search for items banned under the school rules.

Using force

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the ‘double basket-hold’ which involves holding a person’s arms across their chest; and
- the ‘nose distraction technique’ which involves a sharp upward jab under the nose.