



# Behaviour and Discipline Policy

Date Agreed:

Review Date:

Signed: \_\_\_\_\_

Chair:

## Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	September 2017	RC		

## Aims and objectives

This policy has been written with reference to the Department for Education 'Behaviour and discipline in schools' document (January 2016).

This policy should be referred to in conjunction with: Anti-bullying Policy, Physical Restraint Policy and PSHE Policy, E-safety Policy and Social Media Policy.

Binstead Primary School are committed to sharing a common objective to help keep the children and staff of the school safe. We ensure that consistent effective safeguarding procedures are in place to support children, families and staff of the school. All policies should be read in conjunction with the Safeguarding and Child Protection Policy.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community,

whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The School rules form the core of our behaviour policy, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Binstead Primary School expects and encourages good behaviour and self-discipline from all pupils in order to achieve a secure, happy and effective learning environment. The school has a positive and inclusive approach to managing behaviour through a range of positive behaviour management strategies. Regular praise and encouragement for good behaviour is part of the school ethos.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow and learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **Aims**

- To support the rights of all to be safe and feel safe, to speak and be listened to, and to learn and teach
- To ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well
- To enable pupils to develop a sense of self-worth, self-discipline, respect and tolerance for others
- To enable pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community
- To treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves
- To deal with problems as they arise, as fairly as possible, recognising that by treating people fairly we may not treat everyone the same
- To teach strategies for overcoming problems
- To encourage everyone to accept responsibility for their own behaviour
- To liaise with parents/carers to promote good behaviour

## **School Rules**

Rules are discussed and agreed by pupils and staff at the start of each year and reviewed regularly. They are taught directly through PSHE, indirectly through example and assemblies and role model behaviour.

- Do as we are told by the adult in charge of us
- Keep hands and feet to ourselves
- Walk inside and on paths around the building
- Be caring of each other, of all living things and of property
- Tell the truth

## **Rewards and sanctions**

### **We praise and reward children for good behaviour in a variety of ways:**

- Children receive House Points for a variety of positive things around school, including behaviour, work in class, conduct around school etc
- A Star of the Week certificate is presented in the weekly Celebration Assembly recognising special endeavour or achievement during the week. Parents and carers know of this in advance and are invited to these assemblies
- A Binstead Child Award is presented in the weekly Celebration Assembly recognising children who have shown the qualities of the 'Binstead Child', chosen by the class. They can include, but are not limited to, qualities such as resilience, being kind, helpfulness
- Gold Cards
- Class rewards for good behaviour of the class – eg. Cubes in a jar with agreed number achieved resulting in a whole class reward, negotiated and agreed with the class

We also acknowledge the wider efforts and achievements of children, both in and out of school, each term with Sporting Achievements, Arts Awards, Reading Awards, Learning Times Tables/Number bonds, and any achievements from outside of school.

Sanctions are put in place at the discretion of the Headteacher, and the context and pupil's needs will be fully taken into account when sanctions are applied.

Sanctions have been devised by the School Council and the Governing Body.

Sanctions are based on rule reminders, choices and warnings, positive phrasing, immediate logical consequences, and consistency. Please See Appendix 1 for details.

1. Pupil given choices and opportunity to alter behaviour
2. Inappropriate behaviour discussed with pupil and opportunity given for better choice of behaviour (warning and choice)
3. Brief time out e.g. moves place or misses part of break time to think about behaviour and correct it. (Yellow card)  
If a pupil receives a number of yellow cards then parents may be contacted.
4. Discussion of behaviour with adult involved, Class teacher, Headteacher or Senior Leader.
5. Loss of free time (detention) with task e.g. written apology, written reflection on behaviour. (Red card)
6. Discussion with parents/carers and behaviour improvement plan agreed.
7. Support from external agency
8. Exclusion for limited time in agreement with LA and statutory policies and procedures.
9. Permanent Exclusion

We currently operate a penalty card system- verbal warning, yellow card, red card. Two yellow cards in one week = red card. This will be reviewed annually by the School Council.

Parents are notified if their child receives a red card. If a pupil receives a red card, they will have a detention at lunchtime (Years R – 4), or after school (Years 5 and 6) with the Headteacher or Senior Leader.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session. The incident will be reported to the Headteacher or Senior member of staff and the child will be sent to the Headteacher

or Senior member of staff to discuss their actions. Parents or carers will be contacted in order to discuss the situation.

- If a child threatens, hurts or mistreats another child, the child is given a warning, the class teacher will record the incident and will report to the Headteacher or Senior Leader. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact 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.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place in our school, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document *The Use of reasonable force: Advice for Headteachers, staff and governing bodies* (July 2013).

Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **The role of the Class Teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the School Rules consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher or members of the Senior Leadership Team. This may involve the support of the school SENCo following further discussion as to the best way to support the child's behaviour.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

Whoever is the named person in charge has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Governors will be informed of this action.

### **The role of parents and carers**

- Promote positive behaviour at home in order to have continuity between home and school
- Ensure their children understand and value the meaning of good behaviour
- Support school rules and sanctions
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the headteacher and then if necessary the school governors
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being

- **The role of the pupils**

- Be polite and well-behaved at all times
- Listen to, and show consideration for others
- Learn and work cooperatively
- Obey the school rules
- Listen carefully to all instructions given by staff in school
- Ask for help if they do not understand
- Treat others, their work and equipment with respect
- Talk to others without shouting and use language which is neither abusive nor offensive
- Be aware of and understand their rights and responsibilities
- Be aware of their own emotions and actions and take responsibility for these

### **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.

### **USE OF DISCIPLINARY SANCTIONS** (other than exclusion)

School staff have a statutory power to impose sanctions; these sanctions must be reasonable and proportionate to the circumstances of the case. The use of sanctions is monitored by age, ethnicity, gender, special educational needs (SEN) and disability.

Disciplinary sanctions have three main purposes, namely to:

- impress on the perpetrator that what he or she has done is unacceptable

- deter the pupil from repeating that behaviour
- signal to other pupils that the behaviour is unacceptable and deter them from repeating it

We deal with unacceptable behaviour using a system of assertive discipline which involves the following:

- We ask the child to stop misbehaving
- Where necessary we discuss incidents with the children involved
- Where possible, we encourage children to try to resolve disagreements or misbehaviour themselves, using a staged intervention programme. (See Appendix 1)
- We encourage children to take responsibility for their own behaviour

We always try to ensure that children see any sanction imposed on them as fair. To achieve this, staff will:

- make clear they are dealing with the behaviour, rather than stigmatising the person
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- avoid whole group sanctions that punish the innocent as well as the guilty
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off)
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome)
- when appropriate, use sanctions to put right the harm caused
- never issue a sanction that is humiliating or degrading
- use sanctions in a calm and controlled manner
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used)
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

The table below indicates possible responses and sanctions which are reasonable and proportionate to different types of misbehaviour. **It is important to stress that this table is a guide only; decisions on what sanctions to use will always be moderated by the circumstances of the case, the age and understanding of the pupil and any Special Educational Needs.**

EXAMPLE OF BEHAVIOUR	POSSIBLE RESPONSES & SANCTIONS	EXCLUSION TARIFF	STANDARD PROCEDURES
S T A G E  1	<ul style="list-style-type: none"> <li>• Talking out of turn during class/group discussion time, or when a teacher or other adult is talking</li> <li>• Raised voices from a group or individual child</li> <li>• Off task behaviour</li> <li>• Not immediately responding to an instruction</li> <li>• Any attention-seeking behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Be positive – search out good behaviour and give praise – be explicit about what you want/what you are praising</li> <li>• Name the child</li> <li>• Simple direction – use respectful language, accompanied by please and thankyou</li> <li>• Tactically ignore unwanted behaviour and praise immediately when the child begins the correct behaviour</li> <li>• Non-verbal tactics – eye contact, thumbs up or down, shake or nod of head, a smile, the extended hand, raised eyebrow and a “look”</li> </ul>	

<p>S T A G E</p> <p>2</p>	<ul style="list-style-type: none"> <li>• Constant repetition of behaviour demonstrated at previous level</li> <li>• Ignoring the teacher's instructions on several occasions</li> <li>• Taking or hiding property</li> <li>• Destroying school or other children's property or work</li> <li>• Rudeness to peers or adults – name calling, taunting, swearing, not respecting other peoples space</li> <li>• Leaving the classroom without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Simply restate the rule – don't get involved in a discussion</li> <li>• Talk with the child – remember to separate the behaviour from the child: "I like you but I don't like it when you ..."</li> <li>• Give a choice that puts the responsibility back onto the child</li> <li>• Reasoning: Ask the child "What did <b>you</b> do? What will <b>you</b> do to make it better?"</li> <li>• Time out in class</li> <li>• Write a letter of apology or apologise verbally</li> <li>• Complete unfinished work in own time, e.g. at playtime or at home</li> <li>• Inform parents</li> <li>• Possible temporary withdrawal of a privilege or participation in a special event/ detention.</li> <li>• Carrying out a useful task in the school</li> <li>• Confiscation of personal items where these are being used inappropriately</li> </ul>		
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<p style="text-align: center;">S T A G E</p> <p style="text-align: center;">3</p>	<ul style="list-style-type: none"> <li>• Serious challenges to authority, including repeated refusal to undertake tasks</li> <li>• Deliberately throwing objects with the intention of breaking them or hurting someone</li> <li>• Uncontrolled anger including kicking furniture, slamming doors, shouting at adults</li> <li>• Harming someone</li> <li>• Harmful or offensive name calling, including racist remarks or obscene language</li> </ul>	<p>Possible drawing up of a Behaviour Plan</p> <ul style="list-style-type: none"> <li>• In the case of racist incidents, the incident will be recorded and reported to the Local Authority</li> <li>• Possible exclusion from classroom for a fixed period of time</li> <li>• Possible lunchtime exclusion from school for a fixed period of time (Definite if more than 3 incidents in a half-term)</li> <li>• Letter posted home and copy placed in Behaviour Record File</li> <li>• Risk of Exclusion Agreements</li> <li>• Confiscation of personal items where these are being used inappropriately</li> <li>• Referral to Headteacher</li> <li>• Contact with parents</li> </ul> <p>Possible detention</p>	<p>Lunchtime exclusion from school for a fixed period of time (definite if more than 3 incidents in a half-term).</p> <p>If child has received a lunchtime exclusion and continues to exhibit stage 3 behaviours during the same half term then fixed term exclusion of at least one day will be considered.</p>	<p>Head notified</p> <p>Stage 3 behaviour letter written by class teacher, signed by head, sent home and copy placed in behaviour file</p> <p>Risk of exclusion agreement drawn up in consultation with parents</p> <p>Letter of fixed term exclusion sent home if necessary</p> <p>Work provided for pupil. Return to school interview arranged with head/teacher in charge</p>
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<p style="text-align: center;">S T A G E</p> <p style="text-align: center;">4</p>	<ul style="list-style-type: none"> <li>• Fighting and intentional physical harm to other children</li> <li>• Serious and persistent challenges to authority (refusing to work, refusing to leave the room, creating a situation in which it is impossible for teaching and learning to take place, deliberate destruction of property)</li> <li>• Leaving, or attempting to leave school grounds without permission (adults will not follow or restrain the child unless not doing so will place the child at risk)</li> <li>• Verbal abuse of any staff (swearing and offensive remarks)</li> <li>• Persistent bullying, including racial and sexual harassment</li> </ul>	<p>Immediate removal of pupil from the scene</p> <ul style="list-style-type: none"> <li>• Immediate involvement of Headteacher</li> <li>• Confiscation of personal items where these are being used inappropriately</li> <li>• Immediate contact with parents to discuss incident</li> <li>• Drawing up of a Behaviour Plan</li> <li>• Possible fixed term exclusion (Definite if more than 3 instances in a half term)</li> <li>• Pastoral support programme set up Letter posted home and copy placed in Behaviour Record File</li> <li>• Risk of Exclusion Agreements</li> </ul>	<p>Possible fixed term exclusion of at least 1 day (definite if more than 3 incidents in a half term).</p> <p>If a child has received a fixed term exclusion of 1 day and continues to exhibit Stage 4 behaviours then exclusion will be for 3 days after the second incident and 5 days after any further incident.</p>	<p>Head notified</p> <p>Stage 4 behaviour letter written by class teacher, signed by head, sent home and copy placed in behaviour file.</p> <p>Risk of exclusion agreement drawn up or reviewed in consultation with parents.</p> <p>Letter of fixed term exclusion sent home if necessary.</p> <p>Work provided for pupil.</p> <p>Return to school interview arranged with head/teacher in charge.</p> <p>Referral to external agencies.</p>
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<p style="text-align: center;">S T A G E</p> <p style="text-align: center;">5</p>	<ul style="list-style-type: none"> <li>• Extremely dangerous or violent behaviour (throwing items of furniture directly at an child or adult, use of a weapon (including items not intended for use as a weapon e.g. sports equipment), arson)</li> <li>• Very serious challenges to authority (see above and situations in which ignoring authority places him/herself or others in danger)</li> <li>• Physical abuse of any staff member (purposeful violence towards adults (but not necessarily violence when a child is being restrained or removed), spitting, pinching, biting, slapping, head-butting, punching, kicking etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate removal of pupil from the scene</li> <li>• Immediate involvement of Headteacher</li> <li>• Confiscation of personal items where these are being used inappropriately</li> <li>• Immediate contact with parents to discuss incident</li> <li>• Drawing up of a Behaviour Plan</li> <li>• Fixed term exclusion of at least one day.</li> <li>• For repeated Stage 5 behaviour, permanent exclusion will be considered</li> </ul>	<p>Fixed term exclusion of at least one day.</p> <p>A second incident will result in a 3 day fixed term exclusion and a third incident will result in a 5 day fixed term exclusion.</p> <p>Maximum exclusion 15 days in any one term (45 days per year).</p> <p>For repeated Stage 5 behaviour, permanent exclusion will be considered</p>	<p>Head notified immediately.</p> <p>Letter of fixed term exclusion sent home.</p> <p>Work provided for pupil. Return to school interview arranged with head/teacher in charge.</p> <p>Risk of exclusion agreement drawn up, or reviewed in consultation with parents.</p> <p>Referral to external agencies.</p>
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Any misbehaviour at stages 3-5 should always be referred to the Headteacher, who will consult with the member of staff as to the sanctions to be imposed.

### **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 the standard national list of reasons for exclusion, and the standard guidance, called Exclusion from maintained schools, academies and pupil referral units in England; Statutory Guidance for those with legal responsibilities in relation to exclusion (September 2017).

We recognise the legislative changes which took effect from 1 September 2017, 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 Headteacher excludes a child, the parents or carers are informed 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.

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.

### **Drug- and alcohol-related incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken in line with the guidance outlined in the Administering Medication Policy.

- 10.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 10.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 10.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.
- 10.5 If the offence is repeated, the child will be permanently excluded.
- 10.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## **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 school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the office. This information is given to the classteacher at the end of the breaktime.

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 two 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.