

	SANDBROOK PRIMARY SCHOOL		
	BEHAVIOUR AND DISCIPLINE POLICY		
Date Adopted		Version	2.0
Review Cycle	ANNUAL OR AS REQUIRED		
Author /owner	HEADTEACHER		

POLICY:

It is our policy to:

- deal with behaviour in consistent and positive ways throughout school so that children learn to manage their own behaviour and emotions;
- safeguard pupils' learning and well-being by ensuring effective discipline in school;
- promote social and emotional development through positive relationships, behaviour management and an appropriate curriculum;
- foster mutual respect and positive attitudes throughout school;
- use consequences to help children see the impact of their behaviour and to help them make amends for any unacceptable behaviour;
- work with pupils and families to improve behaviour over time by using a wide range of strategies, interventions or multi-agency support;
- not use rewards that work on an 'If you do this, you get that' basis.

RATIONALE/BACKGROUND:

This policy promotes our core belief that children have the right to learn, be respected and be safe when they come to our school.

We believe that children are inherently good and that behaviour is changeable. It is our job to support children to be ready, willing and able to change their behaviour.

We believe it is our job to identify triggers for behaviour and try to understand root causes so that we can support children to manage their behaviour.

SCOPE:

All staff who work with children.

RESPONSIBILITIES:

Headteacher is responsible for:

- Establishing a culture of positive behaviour management and monitoring a consistent approach across school.
- Affirming positive behaviour and instilling a sense of pride in those pupils achieving it.
- Supporting staff in managing challenging behaviour through clear policy and procedures.
- Monitoring incidences of negative behaviours and taking swift and decisive action to ensure the safety and well-being of all pupils.
- Managing the induction of new staff to ensure they adopt the policy and maintain a consistent approach to behaviour management.
- Indicating to staff how they might develop their skills.

The headteacher is the only person legally able to exclude a pupil.

Leaders are responsible for:

- Ensuring the implementation of the policy;
- Inducting new staff to the policy to ensure consistency;
- Indicating to staff how they might develop their skills;
- Supporting staff by providing a layer of escalation if required.

Teachers are responsible for:

- Exercising a duty of care towards all children in school and acting to prevent harm.
- Having high expectations of children's attitudes to learning, play and movement through school.

- Giving positive feedback on good behaviour choices with a ratio of approximately 5:1 positive to negative re-direct or sanction.
- Ensuring that classroom practice fosters engagement, effort and positive mental attitudes.
- Reinforcing the school Code of Conduct through overt reference.
- Implementing the procedures in this policy consistently and fairly by listening to pupils and investigating their concerns.
- Adopting the language of choice to de-escalate volatile situations.
- Keeping a written record of all incidents of serious or gross misconduct and ensure that the headteacher is informed of any such incidents on the same day.
- Working with the SENCo to develop and maintain Individual Behaviour Plans for pupils who present consistently challenging behaviours.
- Communicating effectively with parents/carers.
- Modelling the behaviour we expect to see.
- Providing a curriculum that supports personal, social and emotional development.

Teaching Assistants are responsible for:

- Modelling the behaviour we expect to see.
- Having high expectations of children's attitudes to learning, play and movement through school.
- Encouraging, praising and listening to children.
- Ensuring a consistent and fair approach and actively modelling appropriate behaviours.
- Reinforcing the school Code of Conduct through overt reference.
- Adopting the language of choice to de-escalate a volatile situation and seeking the advice of the class teacher should the situation not be resolved.
- Dealing with issues as they arise and communicating clearly with classteacher / SLT at hand overs
- Implementing Individual Behaviour Plans for pupils as directed by the class teacher.

All staff have a duty of care to ensure that pupils are safe and behave well.

We ask the children to tell an adult when they have a problem; we MUST therefore act and investigate or seek to resolve their problems when they do.

Consequences:

All behaviour choices in life have consequences and it is our job to help pupils to see the impact of their behaviour choices, whether positive or negative. Consequences should be naturally linked to the problem caused by behaviour. Each incident is considered as an individual case and we will consider factors such as triggers and past behaviour when making our decisions about the consequence most likely to improve behaviour or rectify an issue or relationship. Consequences fall to the individuals involved. **We do not punish children who have not been involved in unacceptable behaviour.** However, health and safety considerations may involve the curtailment of an activity as a last resort.

Consequences that we may use include, but are not exclusively:

- Loss of free time to reflect on behaviour or make up lost learning
- Being seated away from peers or friends
- Being sent to another class for a session to complete work or calm down
- Working in another class for longer than a session
- Working in the office of a senior teacher
- Withdrawal of privileges such as representing school, monitor jobs, visits etc
- Positive report card
- Clearing up mess or damage
- Meeting with people to discuss the impact of behaviour
- Apologising
- Time off the yard to cool down
- Loss of yard privileges eg football
- Parental meetings or phone calls
- Parents being asked to make payment for or towards damage (see Charging and Remissions Policy)

The ultimate consequence for unacceptable behaviour is exclusion

Reasonable Force

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

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.
- 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. 2 Section 93, Education and Inspections Act 2006 5

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.

Reporting use of force

All incidents where force is used must be reported to the HT or DHT in their absence. An incident form will be completed and the incident discussed to identify next steps, including decisions about informing parents.

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - pupil's behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the pupil or member of staff; and
 - the child's age.

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

SEE APPENDIX 1 FOR EXPECTED BEHAVIOUR AND POSSIBLE CONSEQUENCES

APPENDIX 1

BEHAVIOUR DESCRIPTIONS	ZONE	POSSIBLE CONSEQUENCE	RESPONSIBILITY
<p>1 You take pride in your work, your school and your appearance.</p> <p>2 Your attitude to all aspects of your learning is always positive.</p> <p>3 You show respect for the ideas and views of other people.</p> <p>4 You have the right equipment and are ready to learn.</p> <p>5 You conduct yourself well throughout the day, including at lunchtimes and assemblies.</p> <p>6 You respond quickly to instructions and requests from all adults in school.</p> <p>7 Your behaviour allows lessons to flow smoothly without Interruption.</p> <p>8 You rarely need to be spoken to about your behaviour, effort or work.</p>	GREEN CLASS ZONE	<p>Praise</p> <p>Affirmation</p> <p>5S celebrate success and feel proud of achievements</p> <p>Responsibilities</p> <p>Jobs around school</p> <p>Reminder or warning to improve.</p>	CLASS TEACHER
Your behaviour in the school is not yet good and needs to be improved.	AMBER	<p>Moved away from peers</p> <p>Make up lost learning time from free time</p> <p>Spend some free time discussing or reflecting on your behaviour</p> <p>Moved to another class for the remainder of a session</p>	CLASS TEACHER
<p>1. You do not always engage with your learning.</p> <p>2. You often disturb learning at a low-level.</p> <p>3. Sometimes you really disturb learning or deliberately disturb learning.</p> <p>4. You show a lack of respect for other children and adults in school.</p> <p>5. You ignore or push-back against requests from adults to change your behaviour.</p>	RED	<p>Loss of free time ie play and lunch</p> <p>Loss of privileges eg jobs around school / football or activities at lunch</p> <p>Unable to represent school in teams etc</p> <p>Unable to attend after-school clubs</p> <p>Time during free time to clear up mess or damage</p> <p>Time during free time to re-build relationships – letters of apology or meetings to re-build</p> <p>Time to reflect away from class mates</p> <p>Time in another class for longer than a session</p> <p>Time with SLT for longer than a session – internal exclusion</p> <p>Invoice for damages caused</p> <p>Exclusion</p>	CLASS TEACHER & SLT