

Stonelow Junior School

BEHAVIOUR and DISCIPLINE POLICY



Date	Review	Responsible	Nominated Governor
Sept 16	Sept 18	E Collins	D Webster

POLICY STATEMENT

We believe it is a primary responsibility of our School to promote and uphold high standards of behaviour, conduct and discipline. This is an important part of maintaining and further raising the attainment and achievements of all our pupils. It is our aim that children will become increasingly responsible, respectful and self-disciplined as they grow and move on through the years of Key Stage 2 at Stonelow Junior School.

INTRODUCTION

The behaviour policy will determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and repercussions and how they will be fairly and consistently applied in our school.

STATUTORY DUTY OF SCHOOLS

The Headteacher, staff and governing body are responsible for promoting good behaviour in Stonelow Junior School. The headteacher will publicise this policy by making it known within the school and to parents, and by annually bringing it to the attention of children, parents and staff through school assemblies, training, the school prospectus, website, staff handbook and induction procedures.

AIMS

- To promote self discipline and proper regard for authority among children
- To encourage good behaviour and respect for others and prevent all forms of bullying among children
- To ensure children's standard of behaviour is acceptable and does not disrupt the learning of others
- To regulate children's conduct
- To promote good behaviour within the school and the wider community

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RULES

There are 3 rules which apply at all times and in all circumstances:

- Follow instructions with thought and care
- Show good manners at all times
- Care for everyone and everything

In addition to the school rules, there are instructions which can be changed to match the activity and prevailing circumstances. Whilst children will be expected to know the school rules, they will be directly involved in establishing the instructions.

REWARDS

Rewarding achievements is done through positive recognition of individual children or whole class's achievements in good attendance and behaviour, through mentions in assembly, certificates, prizes, informing parents by employing P.R.A.I.S.E. which stands for the following:

Parents informed

Rewards in place

Awards presented

Intuitive awards that are matched to the recipient

Special responsibilities

Encouragement of good behaviour

REPERCUSSIONS

For children who choose to disregard the rules, there is a hierarchy of repercussions designed to reinforce the school rules and teach children how to follow them. All staff employed by the school have the right to impose repercussions, except exclusion, which is the responsibility of the headteacher in consultation with the governors.

For classroom incidents the following repercussions will occur:

1. Verbal warning and reminder of rules
2. Recorded warning
3. Time out in own class
4. Time out in another class
5. Sent to senior leader
6. Internal exclusion (Parent informed)
7. Temporary or permanent exclusion actioned in line with legal requirements

For playtime incidents the following repercussions will occur:

1. Verbal reminder and warning
2. Time standing to the side at playtime [5 mins time out] then back to play
3. For continued poor behavior incident recorded / name in lunchtime book and sent to member of SLT for time out inside

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Deliberate physical harm to another child will not be tolerated and will result in an immediate loss of playtime with time out inside. Such behavior will be logged and parents informed.

If unacceptable behaviour continues with no improvement then a week of supervised indoor activity and a phased return to the playground will be planned. In cases where behaviour is extreme or escalates to the point where the safety of other children at play is compromised then parents may be asked to collect their child from school and take home during lunchtime for an agreed period of time.

School will work with parents to try and prevent this from happening, but in exceptional cases must protect the safety of other children during a time in the day where members of staff may be unavailable to deal with incidents and support lunchtime staff.

A severe clause is in place so that the school and children know what behaviour will not be tolerated. The following incidents will result in an immediate discussion with a member of the SLT:

- All types of bullying or discrimination [including cyberbullying]
- Physical abuse
- Racist abuse
- Swearing
- Deliberate damage to school property
- Stealing
- Open defiance
- Endangering other people
- Telling lies to get others into trouble
- Bringing matches, weapons or harmful drugs into school

STRATEGIES FOR SUPPORTING BEHAVIOUR MANAGEMENT

Prompt intervention is needed where there is repeated poor behaviour so it is clear that this will not be tolerated. The following will be employed as appropriate:

- Behaviour management techniques such as individual behaviour programmes, circle of friends, R time, positive play, restorative practice
- Identifying underlying causes of inappropriate behaviour such as attention, diet, anxiety, habit, medication, ADHD, ASD
- Working with parents and providing support and sign posting to appropriate services
- Working with outside agencies such as school nurse, speech therapist, educational psychologist, school doctor, behaviour support service
- Staff development to provide in school advice and training

RESPONSIBILITIES

The Governing Body is responsible for:

- Establishing, monitoring and reviewing the 'Behaviour and Discipline' Policy.
- Monitoring the standards of behaviour in the school.
- Responding to reports from the Headteacher, and from any other sources, about the conduct and behaviour of pupils.

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- Fulfilling their statutory duties regarding any exclusions of children, for either a fixed period exclusion or a proposed permanent exclusion, through monitoring and reviewing.

The Headteacher is responsible for implementing the Policy throughout the School by:

- Translating it into a set of rules and a Code of Conduct
- Ensuring the Policy is understood by all staff and children.
- Promoting, amongst the pupils, self discipline and a proper regard for authority.
- Encouraging good behaviour and respect for others on the part of pupils.
- Securing an acceptable standard of behaviour.
- Dealing with breaches of the Code of Conduct referred to them on a day to day basis.
- Maintaining records of incidents of Bullying, and of Racism.
- Reporting on pupils' behaviour at the Governors' termly meeting.

The staff are responsible for:

- Modelling excellent behaviour
- Implementing the Policy in their day-to-day contact with children – this includes any pupil(s) they come into contact with. This involves both recognising and praising children for good and sensible behaviour and imposing appropriate sanctions where behaviour is seen to be unacceptable.
- Promoting good behaviour through the use of a range of classroom and pupil management strategies (Good to be Green in class) as well as the school reward systems.
- Teaching appropriate behaviour and discussing issues and consequences, rights and responsibilities through the PSHE/Citizenship curriculum and circle time.
- Reporting behaviour/discipline incidents and concerns to the Headteacher.

PHYSICAL RESTRAINT OF PUPILS (See Guidelines on Physical Intervention)

Under normal circumstances pupils should not be physically restrained. However, there may be an exceptional instance, such as when a pupil is committing an offence, is injuring themselves or another pupil, or is damaging property, where a person who has authorised control over pupils would be acting within DCSF guidelines if they were to restrain a pupil, using such force as is reasonable under the circumstances.

SUPERVISION OF PUPILS

The fostering and upholding of the ethos of good behaviour requires there to be adequate and sufficient supervision during the times that the school is responsible for the pupils. The school is responsible for pupils during normal school hours of between 8.45a.m. and 3.40p.m., for the duration of visits which extend beyond these times, and at other times as arranged with parents. School visits will need to be checked by the Headteacher to ensure there is appropriate supervision for the nature of the planned visit and activities.

There is specific supervision at lunchtime by Lunchtime Supervisors supported by the Headteacher or Deputy Head, to supervise children in preparing for and having lunch, playing out on the playground/school field (or in classrooms when it is wet) and returning to the classrooms for the start of the afternoon session.

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Supervision may be either direct or indirect. Direct supervision is where there is the physical presence of a member of staff. Indirect supervision is where pupils are under instructions to move from one place to another for a specified purpose, or are designated to a place to undertake some specified activity. Members of staff need to make judgements about which children can be trusted under indirect supervision, which must be justifiable on the basis of knowledge of the children from previous experience and/or information from colleagues, other children, parents etc.

BULLYING. (See Anti-Bullying Policy)

Bullying, including homophobic bullying, is a particular form of unacceptable behaviour which can be so harmful to individuals and to the ethos of the school that it is dealt with as a specific issue. (See Anti-bullying Policy.)

Bullying is defined as action taken by one or more children with the deliberate intention of hurting another child. We consider bullying to be:

- Deliberately hurtful;
- Repeated on more than one occasion;
- Difficult for the target to defend themselves against.

Bullying can take many forms – the main ones being:

- Physical (e.g. hitting, kicking, pushing, taking belongings, damaging/hiding personal property).
- Emotional (e.g. name calling, mocking, insulting, hurtful remarks, offensive comments, gossiping, inappropriate texts or internet messaging, including offensive or degrading images by mobile phone, social media or email, spreading rumours)
- Neglect (e.g. blanking, ignoring, excluding from groups)
- Sexual (e.g. unwanted physical contact or sexual display or gesture, sexual innuendo or imagery, including that created by text, social media or email)
- Cyberbullying (e.g. by email, social media, texts etc)

It is the Policy of the School:

- a) To take all practical steps to prevent bullying by ensuring that all children;

Are aware that Stonelow is a 'Telling School'.

- Know what is acceptable and unacceptable behaviour.
 - Know who and how to tell about behaviour which is causing them upset.
 - Know and see that all forms of unacceptable behaviour are dealt with speedily and firmly.
 - Know their concerns will be listened to, investigated and, if substantiated, acted upon.
 - Are treated fairly in the way in which any allegations of bullying are dealt with. This involves listening to all sides, assessing the seriousness of any substantiated allegation, and taking into account previous involvements in incidents of bullying and/or unacceptable behaviour.
- b) To investigate all reports and allegations of bullying as a matter of urgency.
 - c) For all allegations of bullying to be reported to the Headteacher.
 - d) To deal with a minor/isolated incident in the first instance on a no blame/non-punitive basis, with the aim of providing all those involved with insight, understanding, reflection and the opportunity to alter their behaviour. (Restorative practice). This will include attempting to establish the facts, exploring issues of feelings and respect, and mediation.
 - e) If there is a serious incident or a further substantiated instance involving the same child(ren), to inform the parent(s).
 - f) To consider the use of the full range of sanctions available, including exclusion.

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- g) To keep a record of allegations of bullying.

RACISM. (See Policy for Belonging, Difference and Equality)

Racism is a particular form of unacceptable behaviour which can be so harmful to individuals and to the ethos of the school that it is dealt with as a specific issue. (See Anti-racism Policy) In the MacPherson Inquiry report, racism was defined as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin' and a racist incident was defined as 'any incident which is perceived to be racist by the victim or any other person'. The C.R.A. defines racial harassment as verbal or physical violence, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

It is the Policy of the School:

- a) For all allegations of racism to be reported to the Headteacher.
- b) To investigate all reports and allegations of racism as a matter of urgency.
- c) To attempt to establish the facts and to deal with a minor/isolated incident in the first instance, with the aim of providing all those involved with insight, understanding and reflection, through exploring issues of feelings, respect and social inclusion.
- d) If substantiated, to provide mediation, support for the victim and the opportunity for the offending child(ren) to alter their behaviour.
- e) If there is a serious incident or a further substantiated instance involving the same child(ren), to inform the parent(s).
- f) To consider the use of the full range of sanctions available, including exclusion.
- g) To keep a record of allegations of racism and report to the Local Authority when required.