

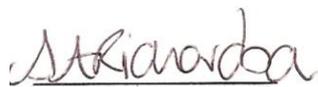
Bishops Itchington Primary School and Nursery



Behaviour and Discipline Policy

2020

Chair of Governors signature:



Executive Head teacher's signature:



Ratified: 7th December 2020

Review: December 2021

Person responsible for overseeing the implementation: Head of School – Jacky Sykes



Stowe Valley
MULTI ACADEMY TRUST

Stowe Valley Multi Academy Trust

Registered Office: Southam College, Welsh Road West, Southam, Warwickshire, CV47 0JW

Registered in England No: 10445759. A Company Limited by Guarantee Telephone 01926 812560

1. Aims and Expectations

Behaviour is a means of communication for children that reflects their emotional or physical state. There is always a reason behind the behaviours that children exhibit.

Sometimes these behaviours are playful and joyful reflecting the child's feeling of safety and feeling good about themselves. At other times, behaviours are challenging, defiant or rude reflecting the child's feelings of frustration, anger, sadness or fear. We know that some children with certain vulnerabilities, may not have control over their emotions so will need extra support from school.

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 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 where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn.

We treat all children fairly and apply this behaviour policy in a consistent way and the school expects every member of the school community to behave in a considerate way towards others.

This policy aims to help children to grow 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 co-operation.

This policy is designed to promote good behaviour and anticipate when children cannot cope, rather than merely deter anti-social behaviour.

2. Prevention through Communication – A Consistent Approach

Our school believes that prevention and good communication is the key to keeping every child safe in school. Each class has a 'Safety Book' that highlights those pupils in their care who have been identified as being vulnerable: safeguarding, behaviour, medical. This information is to pre-warn which children may need extra support. Where appropriate, a Behaviour Plan or De-escalation Plan is also included for specific pupils.

Our team of Mid-day Supervisors is provided with confidential information about pupils who may be vulnerable during the lunch hour. This relates to tricky relationships between named children, anxiety in social situations, vulnerable children and those with medical conditions. It also highlights children who need a 'check-in' through playtime.

Each class may adopt its own class rules so that the children feel involved in the process of deciding what these are. These should be displayed for all to see in the classroom. However, the basis of all classroom rules are:

- Listen and follow instructions
- Raise your hand when they have an idea to share
- Use a soft voice
- Use your hands for helping and not for hurting
- Use kind words

Children collaboratively agree what their class rules are at the beginning of the year. These should be displayed in the classroom and signed by all of the class members to promote sharing and agreement.

3. Encouragement and Rewards

We aim for all children and adults in school to feel valued and respected. We are a caring community and will use excessive praise as a motivator for pupils to enable them to show good behaviour and return to the learning environment successfully.

We praise children for chosen good behaviours such as kindness, co-operation, caring, trying, hard work... etc. Verbal recognition is very powerful.

We promote children looking out for each other, understanding what it feels like to be kind, helpful., etc., which benefits others, but also to feel great about working hard, trying their best, asking for help when they need it, etc.

House Points are awarded for positive behaviour: being kind, holding the door open, helping someone. House Points promote good behaviour and not linked to achievement.

Merit Points are rewarded for good work. For example, if a child works harder than usual or completes a piece of work neatly. Merit Points are to reward effort. These are marked in the children's exercise books. When they have collected 10 merit points, they receive a certificate to take home.

Whole class rewards are used to promote collective good learning behaviour. For example, marbles in a jar; they make a good 'clink' when they drop down. When everyone is working hard, the teacher drops a marble in the jar. A full-jar reward such as popcorn Friday is a great whole-class reward.

A member of each class is chosen weekly to be the Star of the Week and feature in our weekly newsletter and receive praise from their class teacher during our fortnightly Celebration Assemblies.

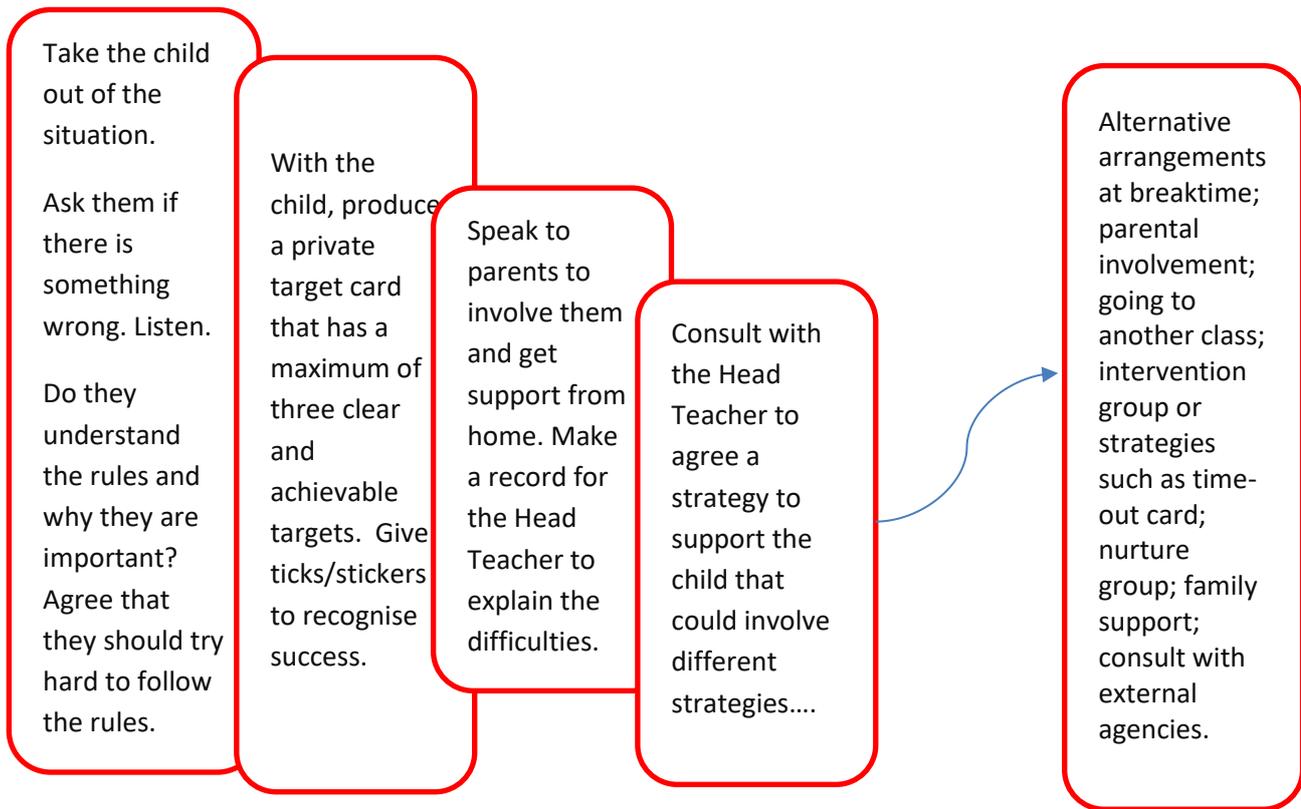
Children are praised for achievements outside of school during our Celebration Assemblies. This creates a culture of recognising success in all activities, not just those linked to school.

4. Supporting Children to Show Good Behaviour

Children who struggle to show good behaviour in the classroom are not singled out as being disruptive. If necessary, a positive individual reward system is be created that is not on show for to all to see. This is also shared with parents.

We do not have visual displays in the classrooms to show who has behaved better than another because not going up on a whole-class chart is the same as going down, which can lead to shame. Shame, embarrassment, feeling unsafe, low self-esteem or unhappiness are the root of poor behaviour.

Each class teacher ensures that the learning of others is not disrupted by children with difficulties. In the event of a child not being able to follow the class rules, then the following should be followed



5. What if a Pupil Cannot Cope?

Sometimes, a child will be troubled and cannot cope in school. The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN). It is our policy to only exclude a child as an absolute last resort. It is much better for the child's future that we do what we can to prevent children from being excluded; such as:

- Identify children who at risk of poor behaviour through knowing the children,
- Use the safeguarding reporting tool to share all concerns.
- Use the approach: seek first to understand then to support.
- Promote awareness of specific children within the school.
- Identify families who are in need of Early Help Support.
- Put positive systems in place to support the pupil and the family (family support).
- Use external professionals to help support the family and the child.
- All significant behavioural incidents, including bullying, prejudice based bullying, derogatory and discriminatory language is recorded and the Head/Senior Teacher will be informed.
 - School recognises that a pupil with behavioural and emotional difficulties will often have an underlying need and the school will work closely with that child and their family to understand and support them.

At all times, staff are encouraged to use excessive praise as a motivator for pupils to enable them to recover excellent behaviour and return to the learning environment successfully.

6. What we do if a Child Becomes Violent or Disruptive

Should a pupil's behaviour be violent or persistently disruptive, then the class teacher will involve the Head of School or Executive Head Teacher. The safety of children is our first concern so all other pupils in the vicinity will be directed to go to a place of safety, leaving said child to be talked-down by the Head of School.

Use of Sanctions.

Whilst the focus of all teaching staff is on positive reinforcement, there may be occasions when a sanction is appropriate. This could take the form of a verbal reprimand or a pupil missing a breaktime.

Power to use reasonable force.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

What is reasonable force?

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. 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.

'Reasonable in the circumstances' means using no more force than is needed.

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.

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 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 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;
- restrain a pupil at risk of harming themselves through physical outbursts.

At all times, staff are encouraged to use excessive praise as a motivator for pupils to enable them to recover excellent behaviour and return to the learning environment successfully.

7. The Role of the Executive Headteacher

It is the responsibility of the Executive 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 Executive Headteacher to ensure the health, safety and welfare of all children in the school.

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

The Executive Headteacher ensures that records of all reported serious incidents of misbehaviour are kept and monitored as appropriate.

The Executive Headteacher and the Head of School have 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 Executive Headteacher or the Head of School may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

All school staff are expected to adopt a professional approach when considering children with behavioural needs and they should understand that behavioural incidents are confidential.

8. The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents 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 immediately if we have concerns about their child's welfare or behaviour.

Parents may also be contacted after one-off incidents of a more serious nature. Parents will be asked to discuss the situation with their child and support the school in its expectation of appropriate behaviour. The Head will be kept informed of the concerns raised.

If the behaviour persists or other incidents occur, the parents will be contacted again. At this stage, regular meetings between the member of staff and parents should be arranged to monitor the situation. A behaviour plan may be drawn up between the member of staff, child and parents. This could be a smile chart or home-school book. It may also be necessary to employ further strategies such as exclusion at lunchtime, if a child is not coping with attending a full day at school.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School or the Executive Head Teacher. Finally the school governors should be contacted. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

9. Involving Other Agencies

The school works with a range of partners who can be called upon to provide specialist assessment and advice to support a child with recognised behavioural needs. These agencies include:

- Specialist Teaching Service
- Children and Adults Mental Health Services (RISE)
- Educational Psychologist
- Integrated disability service
- Occupational Therapist
- Advanced Sensory Integration Practitioner

10. Pupil Conduct Outside the School Gates

The school will respond and take appropriate action to non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school including when:

- 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 of the school

Or when misbehaviour could have repercussions for the orderly running of the school, or poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

11. Allegations Against School Staff

We at Bishops Itchington Primary School and Nursery recognise that all school personnel are vulnerable to accusations of abuse because of their daily contact with children. We acknowledge that dealing with allegations against school personnel is a stressful, demanding, complex and delicate process for all involved. We will ensure that all allegations will be taken seriously and investigated immediately and impartially in order to provide instant and effective protection for the child concerned and to provide support for the person who is the subject of the allegation.

12. 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 Head of School in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, 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.

13. Fixed-Term and Permanent Exclusions

Only the Head of School or the Executive Head have the power to exclude a pupil from school. The Head of School or the Executive Head may exclude a pupil for one or more fixed periods, for up to 45 days in any

one school year. The Head of School or the Executive Head may also exclude a pupil permanently. It is also possible for the Head of School or the Executive Head to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

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

The Head of School or the Executive Head informs the Multi Academy Trust 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 pupil or extend the exclusion period made by the Head of School or the Executive Head teacher.

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 exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the MAT, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head of School and the Executive Head teacher must comply with this ruling.

14. Monitoring

The Head of School monitors the effectiveness of this policy on a regular basis. S/he 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 of incidents of misbehaviour. The class teacher records minor classroom incidents. The Head of School records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident to the class teacher, Senior Teacher or the Head of School.

The Head of School keeps a record of any pupil 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.

15. Review

The governing body reviews this policy every year. 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.