

## Pupil Behaviour and Discipline

Date	Review Date	Coordinator	Nominated Governor
September 12. 2016		Mr Osborne	Mrs E Smith

We believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspection Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education (Independent School Standards) (England) (Amendment) Regulations 2014

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise pupils behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into

terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead. (Mr R Osborne)

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring those standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims**

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To maintain consistency in applying this policy.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

## **Role of the Governing Body**

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy; (Mrs E Smith)
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Head teacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

## **Role of the Headteacher**

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure all stakeholders are absolutely clear about the expected standards of pupils behaviour,
- ensure class charters/playground rights are displayed around the school and that all stakeholders know what they are;
- ensure school personnel apply this policy consistently;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- model behaviour that he/she wants to see from school personnel;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- with all members of the Senior Leadership Team will:

- maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
  - ensure pupils move around the school in an orderly manner
  - praise good behaviour
  - celebrate successes
  - the good performance of school personnel
  - take action if school personnel do not follow this policy
  - consistently inform parents of this policy
  - ensure school personnel praise good behaviour and work
  - ensure school personnel understand the additional needs of all pupils in their care
  - monitor the number of sanctions and rewards given by individual school personnel
  - have in place clear strategies for pupils who are likely to misbehave
  - ensure school personnel are aware of these strategies and apply them
  - have in place support mechanisms for pupils with behaviour difficulties
  - ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties
- ensure the health, safety and welfare of all children in the school;
  - work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
  - work closely with the link governor;
  - provide leadership and vision in respect of equality;
  - provide guidance, support and training to all staff;
  - monitor the effectiveness of this policy by analysing :
    - pupil attitudes to school and learning
    - the views of pupils, parents, school personnel and governors
    - the number of fixed-period and permanent exclusions
    - incident logs, rewards and sanctions
    - the number of reported cases of bullying
    - strategies to improve behaviour and discipline
- make effective use of relevant research and information to improve this policy;
  - annually report to the Governing Body on the success and development of this policy.

## **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

## **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- maintain consistency in applying this policy throughout the school;
- welcome pupils into the classroom;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- ensure all work is differentiated;
- apply all rewards and sanctions fairly and consistently;
- work with pupils to compile a class charter
- display the class charter;
- work with pupils to compile a list of sanctions and rewards;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- stay calm when dealing with unacceptable behaviour;
- apply any behavioural plans of individual pupils;
- ensure support staff are aware of these plans;
- record serious/repetitive incidents on SIMS
- be aware of and understand the additional needs of pupils in their care;
- have in place and will refer to a visual timetable;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

## **Role of Pupils**

Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;

- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- adhere to all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys.

## **Role of Parents/Carers**

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

## **Role of the School Council**

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with SLT.

## **Sanctions and Rewards**

Sanctions and rewards:

- must be applied fairly and consistently across the school;
- must not be degrading or humiliating to any pupil;

A system is in place to ensure that no child ever misses out on sanctions or rewards.

## **Exclusion**

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

## **Pupil Support**

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

## **Celebration of Good Behaviour**

Good behaviour is celebrated at the weekly achievements assembly. But regular praise and encouragement is part of the school ethos. Children are rewarded through house points.

## **Outside Agencies**

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist;
- educational welfare officer;
- school health nurse and from
- Social Services.
- Behavior support

## **Incidents**

- All incidents of bad behaviour are recorded on SIMS
- The headteacher thoroughly investigates all incidents.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations.
- meetings with school personnel
- reports such annual report to parents and Headteacher reports to the Governing Body

## **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - Maintaining good order and discipline
  - Safeguarding pupils
  - The use of reasonable force
  - Dealing with bullying
  - Pupils at risk of disaffection
  - Pupil support programmes

- receive equal opportunities training on induction

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Head teacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Method	Frequency								
	Daily	Weekly	Term						Annually
			1	2	3	4	5	6	
Learning walks				✓		✓		✓	
Lesson observations				✓		✓		✓	
Discussions with teachers		✓							
Discussions with pupils		✓							
Discussions with governors									✓
Discussions with parents				✓		✓		✓	

## Monitoring Action Plan

See form

## Linked Policies

▪ Safeguarding and Child Protection	▪ Health and Safety
▪ Supervision of Pupils	▪ Anti-Bullying
▪ Pupil Exclusion	▪ Positive Handling (Restraint of Pupils)
▪ Calming Rooms	▪ Home School Agreement

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	



## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
<b>Pupil Behaviour and Discipline</b>	To promote good behavior and self discipline.			✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																		Conclusion							
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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<b>Preliminary EIA completed by</b>	<b>Date</b>	<b>Preliminary EIA approved by</b>	<b>Date</b>
E. Pursehouse	12.9.16	Home School Committee	26/09/16

## Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	✓			
• Policy in line with current legislation	✓			
• Nominated governor in place	✓			
• Head teacher, and nominated governor work closely	✓			
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy	✓			
• School personnel comply with this policy	✓			
• Pupils aware of this policy	✓			
• Parents aware of this policy	✓			On the school web-site
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place	✓			
• Policy complies with the Equality Act	✓			
• Equality Impact Assessment undertaken	✓			
• Policy available from the school office	✓			
• Policy available from the school website	✓			
• School Council involved with policy development	✓			
• All stakeholders take part in questionnaires and surveys	✓			
• All associated training in place	✓			
• All outlined procedures complied with	✓			
• Linked policies in place and up to date	✓			
• Associated policies in place and up to date	✓			
<b>A statement outlining the overall effectiveness of this policy</b>				

## Policy Approval Form

<b>Policy Title:</b>	Pupil behavior and discipline policy					<b>Date when written:</b>	12.9.16	
<b>Policy written by:</b>	Mrs E Pursehouse				<b>New Policy</b> (✓ or x)		<b>Revised Policy</b> (✓ or x)	✓
<b>Stakeholders consulted in policy production:</b> (✓ or x)	<b>Governors</b>	<b>Senior Leadership Team</b>	<b>Teaching Personnel</b>	<b>Support Personnel</b>	<b>Administrative Personnel</b>	<b>Parents</b>	<b>Pupils</b>	<b>Local Community</b>
	✓	✓	✓	✓	✓	✓	✓	✓
<b>Date when approved by Governors:</b>	26/09/16		<b>Date when presented to stakeholders:</b>	26/09/16		<b>Date when implemented:</b>	26/09/16	
<b>Published on:</b> (✓ or x)	<b>School Website</b>			<b>School Prospectus</b>				
	✓ <input type="checkbox"/>			<input type="checkbox"/>				

## Behaviour Policy

**At Coton Green Primary School we believe that:**

- All members of the school community should respect each other and each other's property.
- Politeness and good manners should be positively encouraged.
- All staff set the highest standards when speaking to children and others.
- Children should reciprocate this respect to all staff including ancillary and clerical staff, lunchtime and catering supervisors, cleaning assistants and janitor and all visitors in school.

**Positive behaviour and a welcoming ethos within school will be actively promoted by:**

- A staff notice board with names and photographs of staff to be displayed in the foyer.
- A termly newsletter, supported by a weekly update and regular letters will be available to parents and children.
- A weekly 'Sweep' award that rewards classes taking their own responsibility for the learning environment.

**Positive attitudes to behaviour will be promoted using the following guidelines:**

### **Assemblies**

- A weekly Head Teacher Award is given during a whole school assembly. Parents are invited and the chosen children are presented with a certificate. Photos taken and the certificate, are displayed. These are then sent home the following week. This will also be celebrated on the Learning Platform.
- Children and staff will participate in and lead assemblies as part of a regular planned programme.
- Children and staff will show respect by entering and leaving all assemblies quietly.

### **Classes**

- An agreed classroom charter will be negotiated by each class at the onset of the year, displaying the agreed rights and responsibilities.
- Circle time will be an opportunity to address issues as part of PSHE.

- Children will be awarded merits/stars/house points for achievement in work and behaviour. House point charts and star charts (if appropriate for class) will be displayed in each classroom.

### **School Council**

- Addresses issues raised by the children staff and the whole School Community
- School is divided into 4 teams following the Sports' colour teams. Each team has members from Reception(later in the year) to Year 6 and teachers. Each team then votes for a representative from Y1/2, Y3/4, Y5/6 to attend School Council meetings.
- The 12 School Council members discuss issues and Representatives feed back information to their peers, in class, in team meetings and with minutes on the Learning Platform.

### **House Captains**

- In addition to school Council, each colour elects a Y6 boy and girl to be their House captain. Their responsibilities include collecting house points and being an ambassador for the school.

### **Playtimes**

- On the yard all children will stop immediately when the whistle is blown. Classes/year groups are sent in one by one; they may be lined up prior to this at the discretion of the member of staff after discussion with class teacher if this is deemed necessary.

### **Lunchtimes**

#### **Lunchtime charters outline agreed Rights and Responsibilities for each Key Stage.**

- In Key Stage One a lunchtime supervisor allocated to each class will collect their class at 12.15 p.m.
- Y5/6 buddies will assist lunchtime supervisors with equipment and games.
- In Key Stage Two a separate timetable for football operates for the side field and for the courtyard quiet area.
- Monitors remove playground equipment from the shed and organise distribution. Equipment is then returned at 1:20 by the monitors.
- Y5, Y6 and School Council/House Captains use the ICT room to access the Learning platform.
- Staff will return to classrooms at 1.10 and 1.25 pm as appropriate to their Key Stage to receive children from the yard at 1.15 and 1.30 pm.
- In EYFS and Key Stage One lunchtime supervisors take children into classrooms and hand over to staff.

- KS2: At the end of lunchtime, the lunchtime supervisors blow the whistle 3 times and children are to stand still. After another whistle, children are to line up and lunchtime supervisors to send a class in at a time. Each class to have a Lunchtime assistant to ensure good behaviour during this time.

#### **Attendance.**

- Prizes and certificates are given for 100% attendance will be presented at the end of the year.
- Absences must be reported to the school office by close of register (9.30 a.m.)
- Registers are checked against this and a phone call made to parents
- Winning class with highest attendance celebrated weekly.
- When a note or phone call is not forthcoming in explaining an absence, a note will be sent from the office: See example letter below.

Dear _____
We note that _____ was absent from school on _____
As we have received no reason for this it will count as an <b>unauthorised absence</b> unless we receive notification from you.

#### **Sanctions as a result of unacceptable behaviour**

Any behaviour, which is offensive or upsetting to others, is unacceptable in school.

- Mild transgressions of behaviour are to be dealt with on the yard and within class. Children may be given a time out as an immediate consequence of unacceptable behaviour .This may include standing by or facing the wall for a short period of time
- Any sanction should be proportionate to the age and needs of the children .
- In EYFS children will be given a 'time out' with an adult.
- A behaviour watch record may be used to e.g. monitor the behaviour of a group at playtime or lunchtime.

- Repeated behaviour transgressions will be recorded electronically on a behaviour record sheet on SIMS monitored by the class teacher/phase leader/SLT as appropriate.
- Detention - losing the privilege of playtime or lunchtime will be used with a teacher supervising.
- Behaviour logs in SIMS will be monitored termly by the Head teacher.
- Repeated misdemeanours will be referred to Deputy Head/Headteacher.
- A repeat referral to the Deputy Head will be referred to the Headteacher.
- These will also be logged on SIMS by the referrer and followed up by the DHT/HT
- Any instance of unacceptable verbal, physical or threatening behaviour, e.g. swearing, graffiti, fighting will be referred directly to the Head teacher or in his absence the Deputy Head teacher.
- Where behaviour warrants it, an individual Behaviour Record sheet will be taken by the child to each playtime/lunchtime/lesson as appropriate. This will be signed by a member of staff and by an identified lunchtime supervisor at dinnertime. Parents will always be informed and invited to discuss behaviour if a Behaviour record is used.
- Records of behaviour referrals are kept to facilitate a letter home, or to invite parental discussion as we work together to improve outcomes and promote good behaviour. This may include with parental support accessing advice from outside agencies and /or putting in place a Personal support plan.
- Should all such measures prove not to improve behaviour, school may exclude a pupil for a fixed term period. (This may, in exceptional circumstances, be used in response to a particular incident ) or a permanent exclusion. This would always be a last resort.

### **Bullying Policy**

Bullying is included within our unacceptable behaviour, the values and beliefs underlying this separate policy are:

- All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.
- The school recognises the detrimental effect on pupils who may be subjected to bullying and will work actively to minimise the risks.
- Pupils should act in a respectful and supportive manner to their fellow pupils reporting any suspected incidents.
- Both those who are bullied and those who bully will be treated in a supportive manner, rather than being regarded as a burden to staff and peer groups.
- Should an incident of bullying occur, the parents of all parties will be asked to come in to discuss which measures should be taken. Support will be sought from outside agencies as appropriate.
- The ultimate sanction for unacceptable behaviour may be exclusion, although this would be a last resort.
- Any Racist behaviour will be recorded and both the parents of the perpetrator and victim will be contacted.

- Anonymous records of these incidents are reported to governing body in HT reports. Racist incidents are reported to the LA.

**Parents can play a vital role by:**

- Stressing to pupils the importance of sociable behaviour.
- Reporting any misgiving they have concerning bullying.
- Actively endorsing and supporting the Anti-Bullying Policy.
- Noting that it is never appropriate to use physical violence against, or in any other way seek to bully, a bully.

**Evaluation Procedures**

- In order to assess the effectiveness of the policy, the following standards will be used as a means of measuring performance.
- Variations in number of reported incidents over a given period.
- Variations in number of pupil absences, including post-registration absence, as an indicator of bullying.

Signed: G.Astle Date: 09/15 reviewed 09/16