



Icklesham CE Primary School

Policy on Behaviour and Discipline

Head Teacher: Mrs P Robinson

This review September 2019

Next Review September 2020

Vision

'Hope, Faith and Love - Aspire, Believe and Care'

Mission Statement

At OUR school everyone is encouraged, supported and expected to do their best within a happy, stimulating, safe environment, based on Christian principles and values.'

This policy was prepared by children, teachers, governors and parents to ensure our school is a safe and secure environment in which each child can develop happily. It was reviewed in September 2018. To ensure the success of our school policy, it is important that we, the school and parents and carers, work closely together and support each other.

We expect high standards of behaviour from the children in our care. We will ensure that they understand the rules we expect them to keep and the reasons why we need to make rules.

1 Aims and objectives

- 1.1 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.
- 1.2 The school has a number of rules, 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.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 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.
- 1.7 Where behaviour does not meet these high standards a restorative process is employed in order to best promote our values for the school. Restorative measures include mediation with adult support.

2 Rewards and Sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Teachers and other adults praise children whenever possible.
 - Children are given house points by all members of staff. We have four houses, Church, Oast, Orchard and Windmill. House point totals are collected weekly from each class. The winning house each week is recognized in Celebration Assembly, and the winning house at the end of the year receives the House Cup.
 - Each week, two children from each class are rewarded with a class star award, medal and certificate either for their behaviour or their work. The certificates are presented in our weekly celebration assembly.

- We give stickers to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. These build towards certificates for individual children in each multiple of 10: 10, 20, 30 etc.
- Individual sticker charts, prizes, special certificates etc. are all used at various times.
- The Head Teacher also presents certificates for good behaviour/ achievement and role models for our vision Hope, Faith, Love, Aspire, Believe and Care during the year.
- The Peggy Austen “I can and I will” Cup is presented annually at the Leavers’ Service in church, to a year six pupil who has been an outstanding example of perseverance and determination throughout their school life.
- The Pauline Higgs “Aspire, Believe and Care” Award is presented annually at the Leavers’ Service in church, to a pupil who has been an outstanding example of Aspire, Believe and Care.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we follow the procedure below. We may also ask them either to move to a place nearer the teacher, or to sit on their own if this is helpful.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- Where there is an incident or disagreement between children a process of mediation is used where appropriate.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the incident is recorded and the sanctions are used. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts 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.

See Anti-Bullying procedures.

We always praise positive behaviours and our ethos is to hold these high expectations at all times.

We have a clear procedure for dealing with inappropriate behaviour.

Where behaviour falls below expectations, the following procedures are used:

In Class:

- 1. Name on board – warning**
- 2. Name on board with tick by name**
- 3. Name on board with two ticks by name – children sent to partner class or alternative area to complete work in isolation**
- 4. Unable to follow rules of the school (serious incident or more than two ticks by name) – Leadership Team Informed. Child will be sent to a partner class.**

In Playground

- 1. Warning**
- 2. Time Out Bench**
- 3. Leadership Team Informed**

Extreme poor behaviour will result in;

- 1. Isolation – pupils sitting on their own or taken to another classroom for an agreed period of time.**
- 2. Sent to the Head Teacher – when an after school detention may be given with a letter to parents. NB a minimum of 24 hours notice is given in these cases, along with a signed consent form. However, detention can be legally enforced without parental consent.**

The Headteacher will also follow a set procedure for moderating a pupil's behaviour

- 1. Head teacher/Class Teacher and pupil discuss behaviour; they agree and set targets for improvement.**
- 2. Mediation will take place if appropriate.**
- 3. Parents notified by letter or telephone and included in discussions.**
- 4. Behaviour/Report Book/Card may be used to monitor behaviour.**

5. All staff informed.
6. Pupils receive support from the SENCO if appropriate.

If behaviour does not improve then:

1. The pupil may be set work by the class teacher and work in isolation.
2. Given "Time Out" – A quiet place to cool/calm down.
3. Receive support from outside agencies. (ESBAS, COPES, CAHMS, Family Support)
4. In extreme cases a pupil would be excluded. N.B. exclusion of pupils is very rare and would only be used where the behaviour is in serious breach of the Behaviour Policy and when all other support strategies have been tried. See exclusion procedures and point 7.

Note Well Any physical or verbal abuse or serious concerns the child should be sent directly to the Head Teacher or Teacher in Charge

- 2.4 At the beginning of each academic year the class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class at an appropriate time, e.g. circle time.
- 2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, 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. See our Anti-Bullying Procedures.
- 2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children 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. All incidents are logged and monitored by the Head Teacher.

3 The role of the class teacher

- 3.1 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.
- 3.2 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.
- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

- 3.4 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.
- 3.5 The class teacher, SENCO and Head Teacher liaise with external agencies, as necessary, to support and guide the progress of each child.
- 3.6 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.

4 The role of the head teacher

- 4.1 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.
- 4.2 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.
- 4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The headteacher 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. These actions are taken only after the school governors have been notified.

5 The role of parents and carers

- 5.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them.
- 5.3 We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns 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 teacher, followed by the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

- 6.1 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.

- 6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

7 Fixed-term and permanent exclusions

- 7.1 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 Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We recognise the legislative changes which took effect from 1 September 2007, 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.- see ESCC Guidelines and Procedures.
- 7.2 Only the headteacher (or the teacher in charge) 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.
- 7.3 If the headteacher excludes a child, s/he informs the parents or carers 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.
- 7.4 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.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.6 The governing body will form an appeals panel which is made up of between three and five members. This panel considers any exclusion appeals on behalf of the governors.
- 7.7 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.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

8 Drug- and alcohol-related incidents

- 8.1 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 the appropriate medical form completed at the school office. Medication should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of the designated adult worker.
- 8.2 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.

- 8.3 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.
- 8.4 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.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 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.

9 Monitoring and review

- 9.1 The headteacher 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.
- 9.2 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 him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: Teaching Assistants and lunchtime supervisors give written details of any incident on an incident form, copies of which are kept in the First Aid Box.
- 9.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 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.
- 9.5 The governing body reviews this policy every three 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.

10.0 In Conclusion

To support our Behaviour Policy we follow a P.S.H.E Scheme of work which includes the SEAL (Social, Emotional Aspects of Learning) programme, which incorporates and endorses the values of "Citizenship."

Each member of the school community has rights and responsibilities based upon the values of the school. The values identified by the school include: -

- mutual respect
- fairness and honesty
- self respect
- respect for property

- care and consideration of others
- self-discipline

The rights implicit in these values include: -

- the right to be safe
- the right to be heard
- the right to fair treatment
- the right to be treated with respect
- the right to be able to learn and teach without unnecessary interruption.

Mediation Process:

Ground Rules are set:

1. No interruptions
2. Tell the truth
3. No name calling
4. Agree to work hard to solve the problem
5. Agree how to a) Put it right and b) Make sure it doesn't happen again

Child 1 explains what has happened and how they are feeling.

Child 2 repeats this back to child 1.

Child 2 explains what has happened and how they are feeling.

Child 1 repeats this back to child 2.

Both children think about anything they might have left out and agree whether the whole incident has been told/ iron out any disagreements on what happened.

Both children suggest and then agree ways to put it right (including use of the school policy)

Both children suggest and then agree what they must do to make sure it doesn't happen again.

The agreement is recorded and signed by all parties. Any sanctions are then applied, e.g. time out at break.

If there is any repeat of this behaviour then the contract is used as part of the mediation and further sanctions may need to be applied.

This process is designed to be restorative and is known to be especially effective in developing in children the ability to take responsibility for their actions. As such it is rare that children repeat the behaviour.

Appendix A

Behaviour Policy Approach

We have found that, for the majority of children, a quiet word followed by the 'time out' bench if needed, is sufficient. Most children play well and respect adults in the playground.

The following hierarchy of events should be used to enable all staff to be able to deal with any eventuality.

Step One: Speak to the child calmly and ask 'Tell me' (what's going on)

Step Two: If there has been a genuine problem, attempt to resolve it with the children concerned. This may be an apology, or an agreement to stay away from each other/ use equipment properly etc.

Step Three: Ask the child to sit on the bench for a period of 'Time Out'. Followed by a return to play.

Step Four: If there is a refusal to sit on the bench children should be sent in to a teacher.

Step Five: The teacher will try to ascertain what has happened and follow the steps.

Step Six: If a child has wilfully been rude to an adult, refused to do what was asked, or has injured another child deliberately, they will be asked to come in to the Head Teacher or Deputy Head Teacher.

Step Seven: If a child refuses to come in after reaching Step Six the Head Teacher will be called on to collect the child. Parents may be called. The Head Teacher and the class teacher will meet with parents where appropriate.

There may be times when we need to go straight to step 6.

During all stages children should be reminded that:

When things go wrong we have to do two things.

1) Put them right. (apologise, change behaviour)

2) Think of how we can make sure it doesn't happen again. (Think of a good game to play next time, remember not to use bad language). Children will be supported to do the right thing.

If children choose not to do the right thing the steps above will apply.

Our approach to behaviour is an integral part of our

Home / School Agreement which is agreed by the teacher, parent and pupil.