

Barrow Island Community

PRIMARY SCHOOL



Barrow Island

Community Primary School

Behavior Policy

Reviewer: Scott Imison

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Behaviour and Discipline Policy

Introduction

In their document 'Behaviour and Discipline in Schools - advice for head teachers and school staff', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents.

Every school must have a Behaviour Policy to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Education (Independent School Standards) (England) Regulations 2014 (Academies).

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs is available from the DfE. (November 2014).

The Governing Body is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors of maintained schools are required to have a 'Statement of Behaviour Principles' which is a statutory document. (DfE - Policies and other Documents that Governing Bodies and Proprietors are required to have by Law). Head teachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for Staff and other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2011 (updated 2013)' and in relation to this Code of Conduct, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

Aims and expectations

It is a key aim of Barrow Island Community Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We aim to be 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 Governors and Staff of Barrow Island Community Primary School wish to promote a warm, friendly and caring, family-like atmosphere where expectations are high. Every child will be valued and encouraged to exploit their individual potential to the full, regardless of gender or ability...

We have a common purpose in providing a wide, balanced and carefully planned curriculum, which promotes the academic, social, moral, physical, spiritual, cultural and aesthetic development of the children.

We believe that working towards our General Aims will encourage the children who attend Barrow Island Community Primary School to grow up into well-balanced and well-informed adults.

Governors / Staff: 2020

The school follows the 'Golden 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. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We aim to treat all children fairly and apply this behaviour policy in a consistent way.

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, rather than merely deter anti-social behaviour.

Underpinning this Policy are the Golden Rules:

- We are gentle
- We are kind and helpful
- We work hard
- We listen
- We look after property
- We are honest

A poster of the Golden rules is displayed in each classroom. An adapted set of rules are displayed in the playground.

Rewards and Consequences

Children who keep to the Golden Rules will be rewarded with 30 minutes Golden Time each Friday. Breaking the Golden Rules results in loss of Golden Time.

In addition to this we praise and reward children for good behaviour in a variety of ways:

- House points are awarded and these are tallied at the end of each half-term to determine which house gets 10 minutes extra playtime.
- teachers congratulate children visually (thumbs up, smile...) and/or verbally, either personally or to a wider audience;
- teachers give stickers to children and may operate cumulative award systems within their classroom;
- other adults are informed and share the "celebration", including staff members, volunteers, visiting Governors and parents;
- whole classes may be given a "treat", such as additional playtime; each fortnight, or thereabouts, we nominate children from each class to be recognised for their achievement, behaviour and caring actions towards others'; each child receives a sticker in the school praise assembly and their name is recorded in the "Praise Book".
- children may be given responsible jobs, such as lunchtime monitors, so that they can act as positive role models;
- all classes have an opportunity to lead an assembly where they are able to show examples of their work.

The school tries to acknowledge all the efforts and achievements of children and adults, both in and out of school.

The school employs a number of **sanctions and consequences** to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to, and follow all reasonable requests and instructions. If they do not do so, we will initially use either non-verbal prompts, such as a shake of the head or a "look", or a verbal reminder of the Golden Rules.

If the problem continues we would move the child closer to the teacher to work, or sit them on a table away from other pupils so that their behaviour does not affect the education of others.

We expect children to work hard. If they do not do so, we may ask them to redo a task, perhaps in school during playtime or at home, as additional homework.

If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. This may be in another classroom, in another part of the school with a Teaching Assistant or in the Head Teacher's or Deputy Head Teacher's Office.

If the children do not keep to the golden rules, 'Golden Time' will be lost. If the children continue to misbehave, other sanctions such as being sent to 'Golden Rules' room at playtimes. This is in the Year 6 classroom each playtime and children sent there are required to stay all playtime copying out the Golden Rules. They may also at times be excluded from certain activities.

Pupils themselves may also request "Time Out" if they feel that they are losing control of their behaviour. This is at the discretion of the class teacher.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The class may also be removed to ensure their safety.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident. The child would be spoken to so that they are aware of the impact of their behaviour and expected to offer an apology when appropriate to their "victim". If the problem persists parents and/or outside agencies would be asked to become involved following the procedures in our anti-bullying policy.

If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

A child may be put on "monitoring chart" if their behaviour is becoming a concern and the more minor sanctions have proved unsuccessful. Stage 1 would involve only the school and the pupil, monitoring behaviour for each teaching session and break time over the period of a week/fortnight, perhaps with a reward or incentive on offer. Stage 2 would involve the parent contributing so that the report becomes a three way system of monitoring (school, child and parent).

If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class during 'circle time'. The School Council may also discuss whole school issues.

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.

Where the pupil does not respond to warnings, they are issued with an Incident Log which is held centrally. When the pupil receives high numbers of these, they trigger parent involvement.

Restorative Justice/Reflection on Actions

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution.

Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?

- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation - Advice for Head teachers, Staff and Governing Bodies - January 2018. (A copy of this document is available from the school on request or to download from the Gov.uk Website).

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic or unsuitable images
- Stolen items

- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:

i) to commit an offence,

ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

The role of the Teaching Staff

It is the responsibility of the class teacher to ensure that the Golden Rules are followed in their class, and that their class behaves in a responsible manner during lesson time.

The adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The teaching staff treat each child fairly and enforces the Golden Rules consistently. The teachers treat all children in their class with respect and understanding.

If a child misbehaves repeatedly in class or during small group time, the teaching staff keep records 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 head teacher. Once parents are involved a Behaviour Support Plan will also come in to operation, which gives clear targets for improvement and outlines the support and incentives, which are available in order to meet these targets.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Education Welfare Officer, Social Worker (if involved) or LEA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy (Parents Meetings during the Autumn and Spring Terms and a written report during the Summer Term).

The class teacher may also contact a parent at other times if there are concerns about the behaviour or welfare of a child.

The role of the lunchtime supervisor

It is the responsibility of the lunchtime supervisor to ensure that the Golden Rules are followed at lunch time and that the children behave in a responsible manner. If a child misbehaves repeatedly at lunch time the senior lunch time supervisor keeps records of all such incidents. In the first instance, the lunchtime supervisor deals with incidents him/herself in the normal manner. However, if misbehaviour continues, they seek help and advice from the head teacher.

The role of the head teacher

It is the responsibility of the head teacher, 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 head teacher to ensure the health, safety and welfare of all children and staff in the school.

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

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. School governors will be notified and consulted in such cases.

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 explain the Golden Rules in the school prospectus, and we expect parents to read these and support them.

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.

If the school has to use reasonable sanctions to discipline 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 teacher or school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term exclusions

We will endeavour to avoid exclusion from school at all costs. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy and procedures, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Reference will be made to DfE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' - September 2017.

Permanent Exclusions

A decision to exclude a pupil **permanently** will be taken only:

- a) in response to serious breaches of the school's Whole School Behaviour Policy and procedures;
and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a pupil **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and considering all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher/Principal's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. She 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 may record minor classroom incidents. The head teacher records those incidents where a child is sent to him/her

on account of bad behaviour. We also keep a record of any serious incidents that occur at break or lunchtimes: lunchtime supervisors give verbal details of any incident to either the class teacher or head teacher.

The head teacher 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.

Review

The governing body reviews this policy every one year. They 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.

This policy was agreed and adopted by the staff and Governing Body in March 2020. It will be reviewed in March 2021.

Policy prepared by Janet Dixon, reviewed by Scott Imison

Ratified by the Governing Body

Signed _____ Chair of Governors

Date _____