

Bernard Gilpin Primary School Behaviour and Discipline Policy

Compliance

This policy complies with the school's legal duties under the Equality Act 2010 in respect to Safeguarding and for pupils with Special Educational Needs (SEN) and has been written with reference to the following guidance and documents:

- Behaviour and Discipline in School '*Advice for Headteachers and school staff*' DFE January 2016
- Education Act 2011
- Keeping Children Safe in Education '*Statutory guidance for schools and colleges*' DFE September 2019
- Equality Act 2010
- Section 89 of the Education Inspection Act 2006

Intent

If effective teaching and learning is to take place then good behaviour is an essential element of the successful classroom. This behaviour policy is an extension of our PSHE policy and builds on the philosophy and virtues of our school. (Wisdom, Positive Attitude, Justice, Hard Work, Fortitude, Integrity, Self-Control, Gratitude, Love and Humility)

Through a positive approach towards behaviour management Bernard Gilpin Primary School aims to create a calm learning environment in which pupils can:

- Learn and teachers can teach
- Operate with increasing independence
- Develop a sense of responsibility for their own behaviour and a greater sense of consideration for others
- Grow in confidence and self-esteem
- Feel safe and supported
- Develop a wide range of knowledge and skills.

This policy aims to set out the expectations of pupil behaviour and to give an explanation of the agreed methods to be used by staff in order to achieve this. The purpose of this policy is also to provide a clear explanation to parents/ carers of our agreed methods.

The policy applies for misbehaviour which occurs in school and, in some circumstances, outside of school.

Aims

We aim for children to:

- Develop a clear sense of right and wrong
- Develop respect for others, property and the environment
- Understand that people are responsible for their actions
- Realise the importance of honesty, trust, tolerance and politeness
- Teachers and parents/carers work in partnership to foster good behaviour and to provide good role models for behaviour towards other people, property and the environment. Children are encouraged to develop self-discipline and co-operation.
- All staff, teaching and non-teaching, adhere to the school system of rewards and sanctions. As such, appropriate behaviour is reinforced through this system as necessary. Where a sanction is applied there must be an emphasis on the action and how it might be corrected or avoided next time. Staff must take children through the STAR process (Stop, think, Act, Review) to enable the behaviour to be reviewed and modified.
- Understand the importance of appropriate behaviour within their whole community

Responsibilities

Bernard Gilpin Primary School is committed to encouraging good behaviour in an atmosphere of mutual respect. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

Staff are expected to:

- Respect each individual.
- Set high standards and expect them to be reached.
- Ensure that lessons are interesting and stimulating.
- Inform parents of their child's attitude to learning.
- Treat each member of the school community equally regardless of race, creed, gender or sexual orientation.
- Encourage and reward good effort and positive attitudes to learning and behaviour.
- Create a safe, bright and pleasant environment that is purposeful and well-organised.

- Make known the rules of the school, classrooms and playgrounds.
- Follow Bernard Gilpin's School policy and use rules, sanctions and reward systems clearly and consistently as set out in the 'Time to Celebrate' and 'Time to Think' – traffic light system These are displayed throughout school.
- Be a good role model.
- Ensure that children are appropriately supervised when moving around the school to minimise the potential for all aspects of poor behaviour.
- Hold regular assemblies on themes of behaviour, respect, British values, online safety etc.
- Work together as a team to support children's positive behaviour.
- Be vigilant during ICT usage to ensure appropriate, effective and safe pupil use. (Refer also to the Computing Policy)
- Support one another as a cooperative staff team.
- Be punctual when on duty.
- Have self-discipline in emotional reactions to situations that arise.

Headteacher is expected to:

- 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.

- The Headteacher supports the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher 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 Headteacher will permanently exclude a child. At each stage of exclusion the Headteacher will inform the school governors.

Governors are expected to:

- 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.
- 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.

Parents/ Carers are expected to:

- Support and co-operate with the school in disciplining their child and foster a good relationship with the school.
- Be aware of the school rules and expectations and support the school in implementing these.
- Ensure that each child attends school daily, ready for learning (i.e. well rested and fed) and arrives punctually at school at 8:55 a.m. and collected at 3:15 p.m.
- Encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements.
- Speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour.
- Understand that once the bell has gone, teachers are unable to speak to parents/ carers because the children are their first responsibility. Please arrange a more convenient time to meet with the class teacher (i.e. after school).
- If you have a concern or issue, please do not speak to the teacher in front of your child or other children. Do not approach other children to tell them off or threaten them in any way.
- Set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- Ensure that contact details are up to date, for use in an emergency.
- Encourage independence and self-discipline.
- Act as good role-models for their children.

Children are expected to:

- To move carefully around the school and in classrooms
- To look after each other
- Not to distract others in class
- To treat property, equipment, the environment, themselves and others with care
- To be polite to everyone
- To respect games and friendships of other pupils
- To be tolerant
- Not to do or say anything that might upset someone else

- Uphold high standards of behaviour at all times, respecting the fact they are representing the school in the wider community e.g. travelling to or from school, wearing school uniform and anything that could adversely affect the reputation of the school
- Treat people with respect in the virtual and real world

Rewards and sanctions:

Rewards and sanctions must follow the 'Time to Celebrate' and 'Time to Think' – traffic light system These are displayed throughout school. 'Time to Change' persistent misbehaviour will be referred to Deputy Headteacher who will liaise with the Headteacher.

Our emphasis is on rewarding good or desirable behaviour – in the real or virtual world. In this way strategies can be used to modify behaviour that is unacceptable.

Rewards include:

- Verbal and non-verbal praise
- Stars/stickers
- House Points
- Individual class rewards
- Certificates
- Awards based upon the 10 School Virtues and other achievements.

How to de-escalate behaviour

When dealing with inappropriate behaviour staff, as previously stated, should take children through the STAR process (Stop, Think, Act, Review) to enable the behaviour to be reviewed and modified. Staff must be mindful of:

1. Respect the child's personal space while maintaining a safe position.
2. Do not be provocative.
3. Establish verbal contact, in a calm manner.
4. Be concise; keep the message clear and simple.
5. Identify wants and feelings your own and that of the child.
6. Listen closely to what the child is saying.
7. Agree or agree to disagree.
8. Set clear limits for the behaviours expected.
9. Offer choices and optimism.
10. Debrief the child (STAR)

When behaviour is unacceptable action is taken in accordance with our discipline strategy grid. The discipline strategy grid echoes our Special Educational Needs policy and recognises that different levels of support are needed to deal with different levels of behaviour problems. In most cases the member of staff present deals with the behaviour and accompanying reward/sanction at the time. Behavioural incidents will be logged on the electronic CPOMs system.

In order to reinforce the unacceptability of an action the pupil may be sent to the Deputy or Headteacher. If the unacceptable behaviour continues, or the breach of discipline is more serious, then the child's parents/ carers are informed so that a way forward can be discussed, this will be recorded using the electronic CPOMs system. In some cases the intervention may involve an external agency such as the Behaviour Team or Educational Psychologist.

Pupils conduct outside the school gates

School staff can also discipline pupils for misbehaving outside of the school premises.

School will impose sanctions (as stated above) in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Staff may discipline pupils for:

- **Misbehaviour when the pupil is:**
 - 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 at the school.
- **Or misbehaviour at any time, whether or not the conditions above apply, that:**
 - Could have repercussions for the orderly running of the school.
 - Pose a threat to another pupil or member of the public.
 - Could adversely affect the reputation of the school.
 - This would include inappropriate use of ICT e.g. social media, texting etc.

Searching

School staff can search a pupil for any item if the pupil agrees. Staff are not required to have formal written consent for this type of search. A search should be undertaken by a member of staff who is of the same sex as the pupil being searched and a witness must be present.

Searches may be carried out on the school premises or elsewhere where members of staff have lawful control of the pupil e.g. educational visits and residential.

The member of staff conducting the search may not require the pupil to remove any clothing other than outer clothing (clothing not worn next to the skin, but including hats, scarves and gloves).

The headteacher and staff authorised by them have a statutory power to search pupils or their possessions without their consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include:

- Knives or weapons
- Mobile phones (mobile phones can be left with the school office)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers.
- Fireworks
- Pornographic images
- Any article the member of staff reasonably expects has been, or is likely to be, used:
 - To commit an offence, or
 - To cause personal injury to, or damage to the property of, any person (including the pupil)

The headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item that may be searched for.

Possessions includes bags, lockers and desks.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Advice should be taken from the headteacher as to the storage and disposal of confiscated items.

Communication with parents/ carers

Staff are not required to contact parents/ carers before a search takes place or to seek consent to search. Records should be kept on CPOMs.

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.

Unacceptable use of technology

The school takes the issue of unacceptable use of technology by any member of the school community very seriously. We expect parents/ carers, other adults and children to act responsibly when using online technologies. An acceptable use agreement for pupils, staff and governors is part of our On-line Behaviour Policy.

Induction

Children, on entry to school, will receive an induction to the school's behaviour policy from their class teacher. Those children who arrive from the PRU, on a managed move or with known behaviour issues will be inducted by Mr Peter Iveson – pastoral lead.

All staff will receive a copy of the school's Behaviour Policy and will receive a talk from Mr Peter Iveson – pastoral lead – during their induction period.

Bullying

The school does not tolerate bullying of any kind, this includes physical, verbal and cyber-bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. If you have concerns relating to bullying please notify Mr Iveson as soon as possible.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (2012) and the school will refer to this guidance in any decision to exclude a child from school.

In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that any threatening behaviour, persistent bullying or harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an exclusion.

Only the Headteacher (or the Deputy in the absence of the Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

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

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.

- The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee which considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Links with other school policies and practices

- Anti-Bullying Policy
- Allegations Against Staff Policy
- Computing Policy
- Positive Handling Policy
- Child Protection Policy
- Equality Policy
- SEND Policy

Monitoring and evaluating

Senior staff and Governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns.

To ensure our high standards of behaviour are maintained, a copy of this policy will be publicised annually to:

- Every member of staff
- All parents/ carers
- All pupils
- All members of the Governing body.