



Behaviour and Discipline

Policy Statement 2019-2021

Every child has the right to an education (Article 28).

You have the right to be protected from being hurt and mistreated, in body or mind (Article 19)

No one is allowed to punish you in a cruel or harmful way (Article 37)

UN Convention on the Rights of the Child

1 Governor Statement

1.1 As we are a Rights Respecting School, it is a primary aim 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 our children feel protected from all forms of abuse (Article 19) and are able to relax (Article 31).

1.2 The school has 3 Rules:

We will always:

- Ready
- Respectful
- Safe

1.3 However, 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.

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

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

1.6 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.

1.7 Although the school rewards good behaviour in various ways, it is our aim to support children to understand that the main reward is the positive outcomes educationally and socially (intrinsic rewards) rather than external prizes (extrinsic rewards). As a result, the rewards that are given are prompts which indicate the conversations that have occurred between the adult and child where they have discussed the pride in the outcome and how impressive the behaviour has been.

1.8 This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and Sanctions

2.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children daily class points which accrue towards an additional break time. These points are attributed to children working to the standards expected of them.
- Each week, children can be given certificates for achievement in subjects e.g. 'mathematician of the week'. These are presented in Phase assemblies.
- Additional rewards (stickers, certificates from HT) are given to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Each week children from each phase are nominated based on their overall behaviour and attitude to have 'Hot Chocolate Friday' (Y1-Y6) or 'Juice & Biscuits' (Rec) with the HT.
- 100% attendance each term is awarded with a certificate

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Where a child has achieved something outside of school and this is brought to the teacher's attention, this will be shared where post appropriate e.g. with class, to HT

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.

- Low level aspects will be managed by the teacher expressing unhappiness with the behaviour and indicating the expected behaviour
- If a child continues to disrupt, they may be put into time out with another class teacher or in their own break and lunch time for a short period (no more than 15 min.)
- Where a child's behaviour has become more disruptive either in the type of incident or in the consistency of this, the child will be spoken to by the phase leader or DHT
- If the incident(s) are more than just low level and/or are repeated, the DHT or HT may implement detention at break time or lunch time. Detentions will be set for an appropriate period of time depending on the nature of the misbehaviour. (As stated in the DfE ***Behaviour and discipline in schools*** advice for schools p.11, parental consent is not required for detentions)
- Where issues continue, after-school detentions may be used. However, this will be done in discussion with the parent/carer due to it being after-school hours
- During detentions, children may be asked to write lines, letters of apology or continue work

- Where misbehaviour is more persistent, the child may be put on report for a period of time in order for senior staff and parents/carers to track the progress of the child towards acceptable behaviour
- Other sanctions that may be used are as follows:
 - Not being taken on a visit (due to risk)
 - Not being able to represent the school in teams events

Parents/carers will be informed where this is deemed most appropriate. This may be different for different families which teachers should be sensitive about.

- 2.4 The class teacher discusses the school rules with each class. Examples of what these rules mean in practice are drawn together with 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 during 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 Anti-Bullying Policy).
- 2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or 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.

3 Pupils' conduct outside the school gates

- 3.1 Schools have the powers to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".
- 3.2 Where a child is involved in non-criminal bad behaviour or bullying which is witnessed by staff or brought to the attention of the school, punishments may be imposed. Misbehaviour in the following situations would be considered:
- Taking part in a school-organised or school-related activity
 - Travelling to or from school
 - Wearing school uniform
 - In some other way identifiable as a pupil at of our school
 - Where there could be repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school

4 The role of the class teacher

- 4.1 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.
- 4.2 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.
- 4.3 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.
- 4.4 If a child misbehaves repeatedly in class, the class teacher will record incidents, where appropriate using the school's behaviour tracker. 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 Senior Management.
- 4.5 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 social worker or the LA's behaviour support service.
- 4.6 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.

5 The Role of Senior Leaders

- 5.1 Senior leaders must establish themselves as an authority figure within the school but particularly within their phase so that other members of staff have a staged route to support behaviour management.
- 5.2 Senior leaders will give advice and support to new and less experienced staff to support consistent behaviour management.
- 5.3 Senior staff will ensure that the phase implements school policy and procedures but more importantly will support the general ethos of behaviour management.
- 5.4 Where appropriate, senior leaders may instigate year group/phase activity to support behaviour management e.g. Assemblies. They will also create a presence within the classes of their phase and be prepared to give recognition/certificates to those who deserve it.
- 5.5 Where children are not doing as expected within the phase, senior leaders will spend time with a child emphasising appropriate behaviour. This may also involve meeting with the parents.
- 5.6 Where a senior leader is involved in the behaviour management of a pupil, this will be shared on a regular basis with the Head Teacher or Deputy Head Teacher

6 The role of the Head Teacher

- 6.1 It is the responsibility of the Head Teacher 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 in the school.

- 6.2 The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 6.3 The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- 6.4 The Head Teacher 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 Head Teacher may permanently exclude a child. Permanent exclusion actions are taken only after the school governors have been notified.

7 The role of parents and carers

- 7.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 7.2 We explain the school ethos and rules in the school prospectus, and we expect parents and carers to read them and support them.
- 7.3 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.
- 7.4 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 school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

8 The role of governors

- 8.1 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 Head Teacher in adhering to these guidelines.
- 8.2 The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

9 Fixed-term and permanent exclusions

- 9.1 We do not wish to exclude any child from school, but sometimes this may be necessary.
- 9.2 Only the Head Teacher (or Deputy Head Teacher acting in the absence of the Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 9.3 If the Head Teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher 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.

- 9.4 The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 9.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.
- 9.6 The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.
- 9.7 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.
- 9.8 If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

10 Use of Reasonable Force

- 10.1 The term 'reasonable force' covers the broad range of actions which may be used by teachers at some point in their career that involve a degree of physical contact with pupils.
- 10.2 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.
- 10.3 'Reasonable in the circumstances' means using no more force than is needed.
- 10.4 All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- 10.5 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.
- 10.6 Staff 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; and
 - restrain a pupil at risk of harming themselves through physical outbursts.

Staff cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

- 10.7 The school does not train staff on restraint techniques due to the nature and age of the children who attend Harlow Green Primary. Consequently, the staff should not use particular techniques but will employ 'everyday' solutions such as standing in the way or holding back a child.
- 10.8 If there is a more serious incident of reasonable force being used, parents/carers will be informed. They will be told the context in which the incident happened and the outcome. The incident will also be recoded on the school's behaviour tracker.
- 10.9 It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:
- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - When comforting a distressed pupil;
 - When a pupil is being congratulated or praised;
 - To demonstrate how to use a musical instrument;
 - To demonstrate exercises or techniques during PE lessons or sports coaching; and
 - To give first aid.

However, in these cases, adults should not be alone with children. Unnecessary contact should be avoided.

11 Monitoring and review

- 11.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. The Head Teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 11.2 The school keeps an electronic behaviour tracker (CPOMS) with all incidents recorded on this. There are separate recoding forms where incidents have been discriminatory but these are additional and used to send to the LA with incidents still being recorded on the school tracker.
- 11.3 The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 11.4 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 discrimination.
- 11.5 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.

Approved by the Curriculum, Standards and Safeguarding Committee: 06.02.19

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