



Horton CE VA Primary School

Behaviour and Discipline Policy March 2019

Horton CE VA Primary School is a church school where the core Christian values of forgiveness, compassion, honesty, and respect permeate throughout all aspects of school life. These are the values we teach and encourage the children to demonstrate and the values we expect to see demonstrated in all aspects of the wider school community.

Start Date	March 2019
Review Date	
Headteachers Signature	
Chair of Governors Signature	
Date ratified by Full Governing Body	

RATIONALE

It is the right of all pupils to develop as individuals. They should **respect** and value themselves, each other, all staff and visitors and the wider community. A fair and consistent policy will provide a disciplined, safe and secure environment to allow them to develop self-esteem and self-discipline. As a Church School we try to live out our Christian beliefs in all that we do. We strive to continually demonstrate respect, love, **forgiveness, honesty** and understanding, so guiding every child to behave in a way which contributes to a positive school ethos.

AIMS

- To provide clear and consistent expectations of good behaviour so that everyone feels safe, supported and respected.
- To instil and encourage self-discipline and an understanding of what good behaviour looks like.
- To increase pupils' self-esteem by making them feel **respected** and valued.
- To treat each pupil fairly and consistently.
- To encourage a pupil to develop and demonstrate a positive, caring, **compassionate** attitude.
- To encourage **respect** for others.
- To ensure that all staff accept collective responsibility for good discipline.
- To support children in modifying inappropriate behaviour and sustaining acceptable behaviour.
- To work in partnership with parents.

GUIDELINES

Every opportunity should be taken to identify and reinforce good behaviour through praise and encouragement

1. At the start of the year each class will formulate and agree a few class rules, rewards and sanctions following discussions between each teacher and their children. These rules should be drawn from the principles which underline the behaviour policy and be consistent with them. The class rules will compliment the whole school rules.
2. House points/ stickers can be awarded for behaviour, effort or achievement. The House Cup will be presented each term to the House that has acquired most points.
3. Every week one of the assemblies will be devoted to rewarding individual pupils for effort, achievement or behaviour. Class teachers will be asked to nominate pupils for praise during this assembly. The names of pupils rewarded in this way will be displayed during the coming week on the wall.
4. Whenever it is appropriate the Class Teacher may send pupils to the Headteacher for special praise and encouragement where their efforts are recorded in the 'All Star Book'.
5. The children are made aware of their responsibilities: everyone is expected to display a reasonable standard of social behaviour and mutual respect.
6. For children who deliberately step outside acceptable standards of behaviour, there are agreed sanctions. (See Appendix B for examples of misbehaviour.)
7. All adults are expected to apply these sanctions fairly and consistently, in order to maintain a consistent behavioural policy towards the children. Parents and governors should be involved at appropriate stages. It is important that parents are informed of children's behaviour when it is judged necessary.

General

Behaviour and Discipline policy March 2019

Extracts are from Government Guidance on Ensuring Good Behaviour in School (DfE Ensuring Good Behaviour in Schools, April 2011)

Restorative Justice

Children will be encouraged to take responsibility for their own behaviour.

If they have a disagreement with another child they will be encouraged to try and resolve it themselves first using 3 step approach of 1) talking to the person nicely and explaining what you want/don't want and why and coming to an agreement about what happens next; if that is not successful then 2) go to child playground assistant or member of staff on duty and ask them to help resolve the situation. 3) If still not resolved children will be supported in a meeting to mediate a resolution using restorative justice model – see Appendix 1

Where a child's behaviour falls below that expected, the child will be offered Time Out in the office or alternative classroom. During the Time Out session the restorative justice model will be used and the child will be expected to make amends to those affected by their behaviour. Forgiveness, and the chance for a fresh start, plays a large part in the Christian life of the school and, provided restoration is made, then all involved will move on from it.

Powers to Discipline

“Teachers, Teaching Assistants and other paid staff with responsibility for children have the power to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school in certain circumstances.”

“Teachers, Teaching Assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties include: confiscation, retention or disposal of pupil's property. Headteachers can also decide to suspend or permanently exclude a pupil.”

Use of reasonable force

“ All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging property in order to maintain good order and discipline in the classroom.”

If a child is deliberately and persistently disruptive and refuses to leave the room when requested then the Head or senior teacher will be called and the child given another opportunity to leave the room. If they still refuse then the child may be removed from the room using reasonable force. (As per Government Guidance DfE Ensuring Good Behaviour in Schools April 2011).

Exclusion

“ The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community.” In the case of repeated disruption or an incident of a serious nature, a temporary exclusion would have to be put in place (in line with local authority guidelines). In the case of children in care the local authority (Corporate Parent and Virtual School Headteacher) will be formally notified of any exclusion.

Screening and Searching Pupils

There may be times when staff need to confiscate, retain or dispose of pupil's property as a punishment or to ensure the safety of the child and those around them. In this case, the member of staff is not liable for damage or loss of the items. Confiscation would be appropriate if children are playing with objects which could

cause themselves or others harm or that they have been told that they may not play with, for example in service or a whole class teaching situation. Confiscated items will usually be returned to the parents or guardian of the child at the end of the day with an explanation about why it was confiscated.

School staff may search pupils without consent (*Section 550ZA of the Education Act 1996 and Regulation 3: Schools (Specification and Disposal of Articles) Regulations 2012*) when they suspect that they may have 'prohibited items' such as:

knives and weapons, alcohol, drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images.

Pastoral care for school staff accused of misconduct

Staff will not automatically be suspended if accused of misconduct, pending an investigation. The governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Discipline beyond the school gate

Children on school trips or being educated off-site are expected to behave as they would during a normal school day and follow the school's code of conduct. Rewards and sanctions will be issued as they would at school and reported back to the class teacher and when appropriate the Headteacher.

Occasionally the behaviour of pupils outside school impacts on the school's reputation or is reported back to the school. Each case will be different, but in general the child's behaviour would be discussed with the child and their parents and relevant action taken if necessary.

Taking account of individual pupil needs (Special Educational Needs (SEN), disability, vulnerability, race, religion, culture)

It is very important to us that we do not discriminate - through application of the behaviour policy - against pupils whose apparent inappropriate behaviour may be a function of their SEN, disability, racial and/or cultural background. When intervening with apparent inappropriate behaviour all adults must accept that there will be circumstances in which some pupils may be treated differently from others and are expected to take account of those individual pupil needs when applying sanctions.

New media (such as mobile phones, internet sites and chat rooms)

Technology cannot be used by pupils in order to bully or embarrass fellow pupils or members of staff. The use of defamatory or intimidating messages / images inside or outside of school will not be tolerated and confiscation, disciplinary sanctions / restorative justice procedures will be applied as appropriate.

Racial Harassment and Bullying

At Horton Primary School we wish to promote racial equality and eradicate all forms of bullying. Racial harassment and bullying will not be tolerated at this school. Adults are advised to follow reporting procedures as outlined in the Race Equality and Antibullying policies. Sanctions and restorative justice approaches are to be applied as appropriate to the circumstances.

Rewards and sanctions		
	Rewards	
	How used	Recorded
House points	Given for anything positive – behaviour and work, give in single points. Totalled at the end of the week – cup allocated to winning house. Points totalled per term	In classrooms Celebrated in assembly Whole school display Cup awarded at end of each term
Stickers	Given by staff as appropriate Headteacher Award	Recorded in All Star Book
Positive praise	Behaviours we are trying to encourage will be praised by all staff	
Certificates	Children are rewarded for good behaviour, personal achievement, showing school values in celebration assembly	Displayed in school Record of children who have been given awards.
Book of values	Given by anyone, including children themselves, to anyone demonstrating current value	Recorded in the book values and read out each week in celebration assembly
SANCTIONS		
Children will not automatically work through levels and each incident will be judged on severity, circumstances and the individual child.		
In the classroom		
Level 1	Low level misbehaviour will result in a warning, movement within the classroom or loss of a short part of playtime.	
Level 2	Movement of child to a different class and/ or miss some playtime. This will be recorded in the class red book.	
Level 3	Child is sent to Head or Senior Leader. This will be recorded in the Class Red Book but may also be recorded in the Headteacher Red Book. There will be a consequence, usually the loss of playtime. If the incident is of a serious nature the parents of all children involved will be informed.	
Level 4	If the child is in the Headteacher Red Book three times within a half a term, parents will be invited in to meet with the Head. A behaviour plan will be put in place to help support the child in school.	
Exclusion	Immediate fixed term exclusion or permanent exclusion. (N.B. Governors will be fully informed) Persistent Level 4 misbehaviour Repeated bullying – physical, verbal or emotional	

	Bullying which results in another pupil being injured Repeated acts of aggression towards another child or adult
lunchtime	
Level 1	Low level misbehavior will result in a warning.
Level 2	Level 2 behaviour or persistent level 1 misbehaviour will result in timeout on the wall if outside. If inside the child will miss some minutes of play.
Level 3	As above
Level 4	As above

CONCLUSION

This policy has been approved by the staff and governors of the school and will be used in conjunction with other school policies. It will be reviewed annually.

Appendix 1

Restorative Scripts to Resolve Conflict/Upset

There are many restorative scripts that can be useful to ensure that everyone involved in harm is heard and everything that needs to be done to repair a situation happens. You can use one of these or devise your own using these as a model.

Main Restorative Script

What happened?
What were you thinking of at the time?
What have you thought about since?
Who do you think has been affected by what you did?
In what way?
How can you put things right?

Alternative Restorative Scripts

What's happened?
Who's been upset by this?
What needs to happen to put things right?
What could you have done differently?

What's happened?
What choice did you make?
What choice could you have made?
How can you put this right?

What's happened?
What were you thinking?
What needs to happen to put things right?
What are you going to do differently next time?

What do you need to do to make things right?
How can we make sure this doesn't happen again?
What can I do to help you?

How can we make sure this doesn't happen again?
Was it the right thing or the wrong thing to do?
Was it fair or unfair?
What exactly are you sorry for?

What's happened?
Who has been affected?
How can we move forward?
How can we do things differently in future?

Appendix 2

Examples of general misbehaviour are:

Level 1: Breaking any of the Golden Rules/ Classroom Rules/School Rules. Children in KS1 may receive a warning first.

Not getting on with learning activities

Preventing other children from learning

Wandering around the classroom during learning time

Deliberately annoying other pupils

Calling out / shouting out / interrupting the teacher

Throwing classroom items

Mistreating books and materials

Failure to clear up / tidy away

Inappropriate behaviour in the dining room at lunchtimes

Not standing in line sensibly at the end of playtimes/ lunchtimes.

Running inside school buildings

Talking inappropriately during Service.

Making fun of other people's work

Level 2 : More Serious Misbehaviour

Persistent level 1 misbehaviour

Rough/ over physical play

Refusing to participate in learning/ classroom activity

Damaging or defacing property or equipment

Dangerous play

Making unkind remarks about another child's family

Spitting

Improper use of toilets and washbasins.

Discriminating against or excluding others because of their colour, race, belief, gender or disability (eg Passive discrimination) (N.B. Written comment also be to given to Head Teacher)

Level 3 : Serious Misbehaviour

Persistent level 2 misbehaviour

Swearing

Stealing

Biting

Swearing at or deliberately hitting any member of staff

Physical, verbal or emotional bullying

Deliberately hurting another child either physically or emotionally

Throwing furniture

Behaviour which deliberately hurts another child because of their colour, race, belief, gender or disability (eg Active discrimination)

Leaving the school premises without authorisation

Improper use of scissors, tools or other potentially dangerous objects.

Rudeness towards adults

Level 4:

Repeated level 3 misbehaviour

Exclusion:

Persistent Level 3 misbehaviour despite parents being informed

Repeated bullying – physical, verbal or emotional

Bullying which results in another pupil being injured

Repeated acts of aggression towards another child or adult