

Rationale

This policy applies to pupils in the EYFS, KS1 and KS2.

Discipline is a key feature of school life about which there should be a clear, shared understanding between the Head Teacher, staff, parents, pupils and Trustees.

Our overriding aim is to equip children with the values, discipline and integrity to be ultimately responsible for their own behaviour and the impact they have on others.

Good behaviour ensures a Safe environment in which children can feel Secure and therefore be Successful in their learning. It promotes high standards of social skills (good manners, empathy, perseverance, resilience and confidence), reflecting the shared values of the school and encourages social development and good citizenship. We encourage our children to be good citizens and to develop the strategies needed to deal with situations in everyday life. This policy is written to promote an open climate where people feel able to share and talk about issues both positive and negative.

Aim: We want our school to be a happy, safe place where children feel valued, and can thrive educationally, emotionally and socially. Good behaviour helps these things to happen. We want our children to be self-disciplined, independent and to show consideration and respect to others. Therefore, we encourage children to take a growing responsibility for their actions and to sort out any difficulties in a peaceful way empowering them with valuable life skills.

Ethos: At St George's Lower School we believe that everyone should feel SAFE (physically and emotionally), SECURE (comfortable in their environment at all times), and as a result will be SUCCESSFUL (able to achieve their full potential)

The following principles are key to successful implementation of our policy:

Children have the right to learn, and teachers the right to teach.

Most children prefer to make 'good choices' and be successful in school. All pupils are able to adhere to a set of clearly defined and consistently applied rules, with the exception of a few pupils who have specific problems and will need additional support.

The staff of this school are required to follow the policy which encourages a positive approach to behaviour management, by using the systems, rewards, and remembering that verbal praise is critically important.

Successful implementation of the policy achieves a balance between recognition of good or poor behaviour, responsibility, mutual respect, shared values and trust.

Expectations and responsibilities

We are aware that the whole school community has a part to play in encouraging appropriate behaviour both in and out of school. We support pupils in developing self-discipline through giving them increasing responsibility and independence as they go through the school. Pupils are expected to take increasing responsibility for their actions.

Teaching and non-teaching staff identify and praise good behaviour as well as implement consequences. Stickers, rewards and certificates are presented for good behaviour in school. Teachers liaise with parents, when it is necessary, to keep them informed of their child's behaviour (both positive and negative) to ensure a constant and positive dialogue is maintained between home and school.

Teaching Assistants (TAs) work closely with class teachers in implementing the behaviour policy. During the normal class teacher's absence from the class for PPA, or due to illness, they play a key role in ensuring that normal standards of behavioural expectations are maintained. They will be pro-active in reminding children of expectations if/when necessary, using the Buddy Board appropriately and seeking the advice /support of colleagues if necessary. If a child is frequently choosing to break the school rules during their teacher's absence the TA should report it to the HT/DHT. Strategies will then be put in place to address this issue e.g. lesson by lesson behaviour chart. Reduced expectations should never be accepted by any member of staff.

Positive Staff behaviour:

Staff who make a point of showing care, concern and respect for all pupils individually, regardless of an individual's reputation, tend to have few difficulties.

Staff will:

- Be calm, good humoured, confident and trusting.
- Treat all pupils as special by showing concern for them, both personally and in terms of school progress.
- Make time to talk to all pupils both in and out of lessons.
- Treat pupils, as they would like to be treated.
- Make rules clear; uphold them very firmly, but fairly and with sensitivity.
- Use praise to guide rather than criticism. Particularly recognise and praise pupils who are having difficulty in consistently upholding the rules, yet are making a concerted effort.
- Avoid labelling, shouting at, confronting or criticising pupils. Explain firmly but without annoyance what is wrong and how they must behave.

Members of the St George's Lower School i.e. everyone who works in or visits the school are expected to treat others in a polite, respectful and well-mannered way.

- Pupils to each other
- Teachers to pupils
- Staff member to staff member
- Pupils to any members of staff or adult helpers
- Visitors to staff or pupils

Positive Pupil Behaviour:

- Respect for others
- Children are encouraged to take responsibility for their own behaviour in an age appropriate manner
- Children are expected to join staff in creating a caring, mutually supportive ethos where everyone is valued
- Children should know and understand the rules, rewards and sanctions of the discipline policy

Parents/Carers form part of the school team, and we ask for their support in dealing with, and in improving the behaviour of their children. Parents/Carers may be asked to regularly visit their child's class teacher to monitor progress, or to support a reward system at home based on improvements in school. We believe that by working in a positive partnership we can set a good example for the children in our care and provide a safe, structured system allowing them to develop self-discipline and good behaviour.

Equal Opportunities

This policy must be applied equally and fairly to every member of the school community.

There is a shared commitment to oppose offensive / racist / sexist remarks for both pupils and staff.

The school will regularly review sanctions applied to particular groups e.g. gender, race, SEN.

Special Educational Needs (SEN)

Children who experience difficulties in managing their own behaviour will be treated sensitively, according to their needs, in close co-operation with parents. For some children with behaviour difficulties this may be as a result of an underlying condition that means they find behaving appropriately difficult – for example, children on the autistic

spectrum or with ADHD. For other children it may be a result of environmental circumstances such as a lack of routine, boundaries or consistency. It may also be a result of neglect, abuse or early childhood trauma. For a child with challenging behaviour this is a form of special educational need. In the same way as any other SEND, it is the teacher's responsibility to constantly reflect on their own practice – giving consideration to why a child might be behaving in a particular way, and the best way to support them in making more appropriate choices. For a small number of children the behaviour policy will not necessarily be applied in the normal way, and adjustments will need to be made. Each child will need individual consideration before strategies are implemented, examples of possible strategies are:

- Having one target that is the focus - possibly linked to a behaviour chart.
- Teacher choosing the “battles to fight” and choosing to ignore other low level behaviours, as long as they aren't impacting on other children's ability to work or a teacher's ability to teach.

This does not mean that children are allowed to “get away with things” – poor choices are still challenged and dealt with - it is simply that a different approach is being taken, due to them having a special educational need.

Parents of children with behaviour difficulties will be regularly contacted – and as with our normal practice, for both positive messages as well as keeping them updated on their child's progress.

Other children in the class will recognise that the child is being treated in a different way. In the vast majority of cases they will intuitively understand what is happening and why. However, if the class teacher feels it is necessary they can hold a circle time, in the child's absence, to explain.

Children with longer term behaviour difficulties will be entered on the SEND register at the appropriate stage, and an IEP (Individual Education Plan) will be written to address their behaviour needs.

Principles of Management:

Teachers must make the code of conduct explicit to pupils and carry it out consistently e.g. to repeatedly state the need to:

- Treat others with tolerance and respect
- Use names when addressing another person
- Give eye contact
- Stop work and pay attention when spoken to
- Care for resources and property
- Respect and follow classroom routines, school systems and rules
- Wear uniform wherever possible
- Come properly equipped for lessons

Expectations should be reasonable, fair and consistently demanded.

Teachers must have positive expectations about their ability to maintain classroom behaviour e.g.

- Be authoritative
- Expect to receive respect/silence/attention
- Be assertive
- Don't speak until everyone is listening
- Demand courtesy and respect for all
- Never accept less than an individual is capable of

Teachers must take a clear leadership role in the classroom whilst developing a supportive ethos e.g.

- Have high expectations – demand and expect positive outcomes
- Identify with their class – ‘my class /our class’
- Respond to the good and bad news of class members

Teacher should adopt the following stance in the classroom.

- No child will prevent me from teaching for any reason
- No child will prevent another child learning for any reason
- No child will behave in a way, which is not in its best interest, or in the best interests of others for any reason.

Teachers need to:

- a) Set clear classroom targets
E.g. the appropriate time scale for work, correct classroom behaviour (all relative to the pupil's ability), agree a Class Charter with the pupils
- b) Set effective limits
E.g. for going out to the toilet or to wash equipment or visit another class, for maintenance of room and equipment and children's access to it (see classroom checklist policy)
- c) Give effective, positive support
E.g. use rewards in the system, approach children positively, remember the daily fresh start, convey genuine care and liking for the child while rejecting specific behaviour

Senior management responsibilities:

Teachers can properly expect support from Senior Leadership and parents e.g.

When a child is brought to the office a member of SLT will:

- check limit setting consequences have been followed through
- investigate the matter fairly and thoroughly
- expect information from the class teacher
- give a warning or contact home straight away if violence is involved
- contact parents for a second incident in one term where there is clear evidence and the system has been used, or where violence has been used
- meet parents, involve them, seek their support
- introduce a home/school report book where appropriate
- involve other agencies
- exclude if necessary

Pupils and staff in Year 1 – 6 will be supported by The Head and Deputy of Lower School (Mrs J Shaw and Mrs J Sadiq).

Pupils and staff in the Reception Class will be supported by The Head of Lower School and Deputy of Early Years (Mrs J Shaw and Mrs J Sadiq).

School Rules:

Our school rules are reviewed regularly by the children and staff. These rules apply to the whole school.

- 1. Keep your hands, feet and other objects to yourself.**
- 2. Listen and do as you are told the first time.**
- 3. Walk, talk and work quietly.**
- 4. Finish your work in the given time.**
- 5. Call everyone by their given name and speak with care.**
- 6. Treat each other and property with respect.**

If a child has broken a school rule they will be expected to articulate which one it is. They therefore need to know and understand the rules. The rules should be prominently displayed in every classroom and frequently revisited e.g. during circle time, assemblies. Children should clearly understand why each particular rule is kept in school.

Children who have misbehaved should be asked to identify which school rule they have broken. **Make it clear that it is the behaviour that is being rejected not the child.**

Practical implementation of the policy

Rewards Systems:

1. Verbal praise – personal, one to one, to a group and also shared with a class.
2. Children, individuals, groups or the whole class, will be rewarded marbles for their class through general good behaviour, acts of kindness, empathy and resilience, including displaying and sharing good work ethic. Each class will have the opportunity to be rewarded up to 100 marbles. Once children have collected 100 marbles the whole class will be able to vote to choose one of three rewards offered by the class teacher/s e.g. extra break time/games activities, free time in class or dvd.
NO MARBLES SHOULD EVER BE REMOVED FROM THE JAR.
3. The Buddy Board: Name on the 'Happy Side' (praise may not be removed once earned and must be left for the remainder of the day). This can be for good behaviour e.g. ready on the carpet, tidied table quickly with no fuss, or, for a good answer during class discussion etc. Each day is a fresh start, and the board cleared at the end of each teaching day.
4. Award of a House Point (these can NOT be taken away). This should be recorded on the individual's house point card. Each child has a house point card copied onto paper corresponding to the colour of their house. Teachers should award 1 point only at a time. These could be stored in the "behaviour area" of the classroom eg hanging from a washing line, each set of house cards pegged together on a table top. When a child gets 10 house points they will be awarded a sticker from their class teacher. When they get a full card (30) they are presented with a gold certificate in our weekly celebration assembly, and their card is entered in the end of term draw. They will also get a 'George the Dragon' token which feeds into the House Point system.
5. Send good work to the HT, DHT, or other staff for praise and reward.
6. Encourage children to acknowledge/value each other's efforts.
7. Invite parents to regularly share individual children's achievements.
8. Talk to the child's parents and let them know the positives.
9. Postcards are sent home from teachers for particular effort or good work.
10. Mention in assemblies for: good work, good behaviour, extra effort, sporting achievements or outside school achievements.
11. Children are identified as "Star of the week" and receive a certificate, a mention in the Friday assembly and have their name and photo displayed on our Star of the Week board. Teachers choose a child each week who has worked particularly hard in a given area, made notable progress, met a target, shown great effort, behaved particularly well etc.
12. ACE award winner- Always Child who is an Example to everyone- voted for by the children at the end of each term. Children are presented with special certificate in our Academic Awards Assembly, have their photo displayed for the following term and receive an agreed treat. Parents are encouraged to join us for this assembly so that they too can celebrate their child's success.

Sanctions:

If a child chooses to break the school rules the following will happen:

1. A warning will be given and the rule that is being broken identified.
2. If the behaviour continues, your name will go on the "sad side" of the Buddy board - A child should be encouraged to get their name off the sad side as quickly as possible. Be clear about your expectations e.g. "Next time I look over at you I expect to see you working quietly, so that you are not interrupting the other people on your table, then you can rub your name off the sad side." Other members of the class should be encouraged to help them achieve this. The teacher should look for the earliest opportunity to get them to rub it off.
3. Should the behaviour not improve, and it has occurred before break or lunchtime, the pupil will miss 10 minutes of their playtime. During this time they should be supported by a member of staff from their class to discuss the negative behaviour and how they could have turned it round.

As every day is a fresh start, should the behaviour occur in the afternoon, the child will be sent to a Senior Teacher's room WITH WORK. This will be for a maximum of 30 minutes. The incident is logged in the Senior Teacher's file. Parents will be informed. A standard letter is sent home for repeat offenders.

4. For more serious behaviour incidents the pupil will be sent to the HT/ DHT and their name and the behaviour is logged in the Behaviour Incident File. A standard letter is sent home for repeat offenders, and parents will be invited to discuss.

No warning will be given and you will be sent straight to the Head Teacher if you:

Hurt someone else

Destroy property

Prevent a lesson from taking place

Consequences must be calmly and consistently applied in a manner, which avoids:

- **confrontation**
- **loss of control by an adult**
- **humiliation of the child**

The severe clause:

Wilfully is the key word e.g.

An incident which after careful investigation of the facts reveals a deliberate act of: physical aggression, proven theft, vandalism, serious disruption of a child's learning or bullying behaviour of any kind, would be dealt with under the severe clause.

If a child wilfully:

- inflicts physical harm on another child
- Has been bullying another child
- destroys property
- overtly refuses to do as they are told
- prevents the class from functioning (Prevents the teacher from teaching or a child from learning)
- Is racist
- Destroys property or steals

They are sent straight to the HT. Consequences will be identified by the HT depending on the nature of the offence.

It is vital that the teacher carefully interprets '**refusal to do as they are told**'

- Does the child understand what was expected?

- Was the instruction clear?

- Is the task appropriate for the child's ability?

The HT will contact parents if they feel it is appropriate. If an incident is very serious, or repeated, the school reserves the right to exclude a pupil for a fixed term (which can become permanent) or impose an internal exclusion, where the child remains with the HT/DHT.

Persistent poor behaviour

If after several days a child is persistently making poor choices the HofLS OR DHofLS may take the step of placing the child on a Conduct Log and their behaviour in both structured and unstructured times will be recorded and monitored. Parents will be informed and kept abreast of progress.

When a pupil shows that they are capable of making consistent good choices i.e. most records in the log celebrate positive behaviours, the Conduct Log will be withdrawn.

A crucial element of the school disciplinary philosophy is:

'Each day is a fresh start'

Under no circumstances can corporal punishment be used or threatened.

Using reasonable force:

The Children Act 1989 makes clear that in any decision involving a child the paramount consideration must be the child's welfare. Paramount means it should be the first thing people think about, and it should take precedence over all other considerations. For that reason staff need to carefully consider what is in the best interest of the child, both in the short term and the longer term.

In exceptional circumstances, staff may need to take action in the best interest of the child, and the use of reasonable force may be required to achieve this. St George's Lower School acknowledges that physical interventions which use varying degrees of reasonable force are only a small part of a whole setting approach to behaviour management. On very rare occasions it may be necessary to restrain a child.

The Education and Inspections Act 2006 gives examples of the types of circumstances in which use of reasonable force may be legally defensible.

- self – injuring
- Causing injury to other children, staff, parents and visitors.
- Causing significant damage to property.

The paramount consideration is for staff to work in the best interests of the child. Reasonable force will only be used when no other effective alternatives are available and all de-escalation strategies have been employed.

A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child), or to manage a child's behaviour if absolutely necessary.

Behaviour Incident File:

Within the file a section is maintained for each class. If an incident has been investigated and the concern has been proved, the following steps are taken: A page is made out and the incident is dated, recorded along with a note of the action that was taken. Once placed in the file the child's record is kept in the file for the term and this information is used to analyse the behaviour statistics for that particular term. The information may also be used for special needs information, social services records etc.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete a Common Assessment Form (CAF) with the family and support the child through the process of regular meetings which identify desired outcomes and how these outcomes can best be achieved.

If parents and school are concerned that the child may have mental health needs, parents can ask their GP or school for a referral to the Children and Adolescents Mental Health Service (CAMHS) or other specialist. The school is unable to refer to a Community Paediatrician, but can support parents with this process, for example, by providing a report from school.

If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills interventions. These are generally delivered by trained teaching assistants who develop good, trusting relationships with the children. Outside agencies may be contacted if this is appropriate.

All children's behaviour is responded to consistently in line with our Behaviour Policy, reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying. We will actively investigate any allegations and, if there is cause, work with both the bully and the victim to improve their social interactions and skills.

BULLYING

Bullying can have a dramatic and long lasting impact on the lives and emotional well being of children. School takes incidents of this kind very seriously.

Understanding of bullying and the forms it can take.

With bullying so frequently mentioned in the media young children often have difficulty identifying bullying and the many forms it can take. Our PSHE curriculum provides many opportunities throughout the curriculum for children to discuss these issues and their experiences in depth and to ensure that children are clear about the nature of bullying.

People involved in the prevention of bullying.

Prevention of bullying is seen as a whole school issue and therefore the responsibility of everyone; staff, parents, trustees and children to report any incidents.

Protocol for dealing with incidents of bullying.

Staff awareness, is vital. Staff must report and watch over Children who suddenly have a change in their behaviour or their work, show a loss of appetite, or have several unexplained absences.

Staff are aware that any incidence or possible allegation of bullying is referred as a serious matter to the SLT immediately.

Children are encouraged to act in groups to report behaviour that worries them. Code words are given to ensure that senior staff know to respond to immediately if children have a reoccurrence of any bullying. Classes may be asked to write anonymously giving details of who and when.

Whenever possible a very open approach will be taken as any incident will be seen as a whole school issue and responsibility. During the investigation children who may be the victims of bullying will be made to feel safe and care will be taken to ensure that they will not feel vulnerable during this process.

Parents will be involved regardless of the outcomes.

Where bullying is found to be long standing children involved will receive fixed term exclusion.

Supporting children who have been bullied, and those who have been the bullies.

Depending on the nature of the bullying incident children will be made to feel safe and as confident as possible by sensitive use of pupil groupings, the temporary removal of the 'bully' from the playground.

School will work closely with parents and arrange that any slight concern be reported to the Head/ HofLS.

Work will take place during the classes circle time to explore what has happened, how it happened and preventative measures. The class will be involved in supporting a victim of bullying.

Children who bully usually do so for a variety of reasons, and the rehabilitation of the child is just as important to prevent a reoccurrence of this behaviour.

Strategies used include, a support plan drawn up with the class, behaviour charts to reinforce positive behaviour, development of play skills with designated staff.

Playtimes and Dinnertime routines

Teachers and assistants on duty must use the same rules and systems as are used in the classroom.

To reinforce these rules those supervising lunchtime will have token that will equate to marble for classroom jars. The consequences of choosing not to obey the rules are:

1. A verbal warning
2. Standing next to the supervising adult for five minutes
3. Removal from the playground

Once again the “severe clause” applies, and any incidents that fall into this category should be referred to the HT immediately. At the end of lunchtime a member of staff from duty team should ensure that the class teacher is quickly and confidentially briefed.

Behaviour out of school

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In line with guidance set out in “Behaviour and Discipline in schools” DFE February 2014, the school reserves the right to discipline children for poor behaviour choices out of school, including cyberbullying.

The guidance states that, subject to the behaviour policy, teachers may discipline pupils for: misbehaviour when the pupil is: taking part in any school-organised or school-related activity or

- travelling to or from school or
- wearing school uniform or
- 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 or
- poses a threat to another pupil or member of the public or
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Reviewed: January 2017

Date for next review: January 2018