



"Pride in all we do/Reach for the Stars/Get On Board"

## Fierté Multi Academy Trust

# Policy on School Behaviour and Discipline

**2018-19**

At the heart of our Trust are both the UNICEF Rights Respecting values and articles and Learning Behaviours. Through these, we aim to put **children's rights** at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

Every child has the right to:

An Education (UNICEF article 18)

Develop their personalities, talents and abilities (UNICEF article 29)

A range of activities (UNICEF article 31)

Be safe (UNICEF article 19)

Fierté Multi Academy Trust wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

We have a Home/School Partnership Agreement that sets out, in general terms, the Code of Conduct and how we expect our pupils to behave in school and on visits. This is agreed with the child, parent and school at the beginning of each school year and is reviewed regularly. All pupils are expected to behave according to the guidelines set out in the Code of Conduct.

### Aims

- To develop a Behaviour Policy, supported and followed by the whole school community - parents, teachers, children and Governors - based on a sense of community and shared values, having due regard to equal opportunities and inclusion.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

## Code of Conduct

- All members of the school community should respect one another according to the UNICEF Rights Respecting Schools Agenda.
- All children should acknowledge the authority of, and respect, their teachers and other adults. All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- Fierté Multi Academy Trust expects children to be well behaved, well mannered and attentive. Children should walk (not run) within the school.
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents i.e. causing an injury to another child, will lead to a fixed term or permanent exclusion.
- Foul or abusive language should never be used.
- Children are expected to be punctual.
- Children should not bring sharp or dangerous instruments to school.
- Valuable equipment i.e. mobile phones, ipods etc. should not be brought into school
- Children should wear the correct school uniform. Jewellery should not be worn, but a watch and stud earrings will be allowed. Hooped earrings should never be worn as they are a Health and Safety risk. If children do not remove these, they should be referred to the Headteacher who will contact the parents to discuss the situation.

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

### Behaviour Modification:

Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy i.e.

- change in classroom organisation
- using different resources
- children are given small, achievable targets e.g. sitting on a chair for a given length of time, putting hand up to answer questions which are reviewed regularly
- rewards of stars/smiley faces on work, on charts and in special books
- Use of certificates, special stickers for such things as listening, being kind, helpful, and so on
- Commenting on a child's good behaviour to other children/classes
- Showing achievement in Assembly
- Involving parents at an early stage to co-operate on an action plan.

By using a positive system of rewards and reinforcing good behaviour, Glascote Heath Primary School fosters children's positive self-esteem.

### Care and Control of Children

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically. Each classroom will have a ladder of school behaviour displayed to ensure consistency throughout school. This will also include- The school hall and other rooms used for learning.

If there is a need for sanctions, the following may be invoked, depending on circumstances:

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1. Talk to the child - discuss what has happened/ Thinking Bubble or time out for 5 minutes.
2. Apology from the child regarding behaviour/ action causing concern
3. Pupil sent to Senior Leaders to sit under their Thinking Bubble for 5 minutes.
4. Class teacher will monitor incidents of behaviour in class.
5. If the pupil is deemed a danger to themselves or other pupils the pupil is removed for time out with the Headteacher or Deputy's office. A letter is sent home to parents. Move the child from the group to work on his/her own
6. If the child appears in front of the Headteacher again, the result will be a meeting with parents and a first warning.
7. Exclusion procedures are implemented ( half day, 1 day, 3 days, 5 days permanent)
8. A case conference may be held with parents and support agencies. These may include Pastoral Care Support Programme i.e. Behavioural Support, CAMHS (Child and Adolescent Mental Health Service)

### **Reward Schemes**

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children.

Fierté Multi Academy Trust scheme is based on House Points, Achievement cards and Golden Tickets through which children can be rewarded for academic and non-academic achievements and for effort and for being caring, and for all other aspects of good work and behaviour.

The children are divided into 4 House Groups, with siblings remaining in the same group if numbers allow. The children are awarded points for thoughtfulness, being helpful, good work, and so on. At Key Stage 1 and 2 each team's points are counted at the end of the week, and the winning House announced in Assembly. We hope that each member of a House will urge the others to try their best in every aspect of school life.

Incentive stickers are also awarded as frequently as possible throughout the year, for example, when a child in Reception Class is able to dress him/herself for the first time, achievements in swimming, etc. The above awards are given for ALL aspects of school life and not just achievement in curriculum subjects.

### **Star of the Week:**

During the course of the week members of staff take note of children who perform beyond normal expectations This work is then put on the Spotlight Board in the Main Entrance for parents to see. If the celebration is for something other than academic achievement, then a certificate will be displayed and will note details of the child's success.

### **Golden Tickets:**

- Golden tickets can be awarded for any exemplary behaviour i.e. good manners, good work, good behaviour but it must be specific to a particular child.
- A child may earn more than one ticket in a day and these may be awarded by any adult in school including Dinner Supervisors at lunchtime
- Each time a ticket is awarded, the child must put their name on the record sheet against the correct number - good practice for number recognition
- Once the sheet of 50 numbers is full, a draw will take place and the child with the winning ticket will be awarded a prize.

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- Each member of staff must keep a record of how many golden tickets each child has won as this number will be shown on the whole school Golden Ticket Board in the hall
- Once a child has achieved 25/50/75/100/150 tickets they will be awarded a special Bronze, Silver or Gold Certificate.
- Foundation Stage ('Go for Green') - All children start the day on the 'green' side of the chart. After three warnings, they have 'Thinking Time' and move to orange. If this happens again, another three warnings are given and the children move to red. If behaviour improves they can get back to green.

## Sanctions

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline, are dealt with by the adult in charge, in a caring, supportive and fair manner, having regard to the age of the child. Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences (UNICEP - Rights Respecting Schools). Normal sanctions include an oral reprimand and reminder of expected behaviour, loss of free time i.e. playtime, moving in class to sit alone, writing a letter of apology and loss of a responsibility. If the unacceptable behaviour is persistent, or recurring, parents become involved. Children might then be placed on a daily or weekly report system, with parents' support, to monitor their behaviour.

Major breaches of discipline are:

- physical assault
- deliberate damage to property
- stealing
- leaving the school premises without permission,
- verbal abuse to either a child or adult and swearing
- refusal to work,
- Disruptive behaviour in class including refusal to act on instruction.

These types of behaviour are rare at Fierté Multi Academy Trust but it is the duty of the school to deal with them promptly, particularly if the problem persists. Fierté Multi Academy Trust has standard procedure for serious breaches of discipline (see below) and failure to improve at any stage leads automatically to the next stage; each stage being recorded by the school. However, a particularly serious problem could result in suspending the normal procedures and the school requesting the parent to remove the child from school immediately i.e. any child who acts violently towards an adult or child will automatically go to the exclusion stage of the process.

## Intervention

If a child attacks another child or adult violently and refuses to calm down then physical restraint is necessary. (Please see policy on Physical Manual Restraint) The child is removed and taken to the Headteacher who will contact the child's parents.

An Incident Form is completed and notes made in the Physical Restraint Record Book and the situation is discussed with the Head Teacher, who will work with the member of staff and parents to devise a "Individual Behaviour Plan" (IBP) to meet that child's and the school's needs. This might include the involvement of other agencies - Social Services, Psychological Service, Pupil

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Referral Service, etc. All noted incidents will be reported to the Governors in the Headteacher's Termly Report to Governors.

### **Reasonable Force**

'Reasonable force' covers the broad range of actions used by most teachers at some point that involve a degree of physical contact with pupils and all members of school staff have a legal power to use reasonable force (Section 93 Education and Inspections Act 2006). Force is used either to control or restrain and can range from guiding a pupil to safety to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed and 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.

Schools 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 on the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

### **Incident Book – kept in the Headteacher's Office**

This is used to record:

- Any incident where reasonable force has been used
- Any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- Any other incidents or matter of a serious nature

These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest.

### **Classroom Procedures for Dealing with Unacceptable Behaviour**

Glascote Heath Primary School has devised a clearly stepped set of procedures for dealing with discipline problems in class. These procedures are outlined below:

- Time out where they sit and reflect upon their behaviour for 5 minutes. After 5 minutes the pupil apologises for their behaviour to the person in question e.g. the teacher
- Key stage coordinators to sit under their thinking bubble. Teachers will monitor incidents.
- If the pupil is deemed a danger to themselves or others the pupil is removed for time out in the Headteacher or Deputy's office. This will result in a letter being sent to the parents informing them of their child's unacceptable behaviour and recorded on SIMS (School Information Management System).

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- If this strategy has failed to have any effect, and the child appears in front of the Headteacher again, the result will be a meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, fixed term exclusion procedures are implemented - after consultation with the Governing Body.( half day, 1 day, 3 days 5 days permanent)
- A case conference may be held with parents and support agencies.
- If severe behavioural problems persist, permanent exclusion, after consultation with the Governing Body and the LEA, will be implemented
- Parents have the right of appeal to the Governing Body against any decision to exclude their child

### **Detention – Playtime and Dinner Time ('Sin Bin'):**

- If children do not work as well as expected according to their ability, then they will be asked to complete their task(s) at playtimes or lunchtimes under the supervision of the class teacher.
- If a child behaves inappropriately on the playground at playtime they will be asked to stand by the wall (Foundation/Key Stage 1) or by the edge of the grass (Key Stage 2) for a stipulated time depending on the offence. If the behaviour continues when returned to the playground, the child will be told to miss a playtime under the supervision of their teacher.
- A member of the Senior Management Team will be on duty at lunchtimes. If a child does not behave appropriately after three verbal warnings, he/she will be removed from the playground to sit with this teacher for an appropriate amount of time. The misdemeanours will be noted in the Behaviour Book and then entered on SIMS (School Information Management System) so that the record of the behaviour can be accessed easily at any time.
- Any misbehaviour during these sessions will result in the punishment being extended for further lunchtimes

### **Exclusions**

We are determined that ALL children can access learning in every lesson and that ALL children feel confident, comfortable and safe in school. Therefore, where there is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other in the school, it may be necessary to exclude.

### **Fixed Term Exclusions:**

Fixed term exclusions will last for the smallest amount of time possible (between 1 - 3 days) to ensure further re-integration is not made harder. Examples of behaviour that warrant fixed term exclusion are:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Continual and systematic bullying of a child – this does not include children falling out with each other
- Intentional racist abuse
- Sexual misconduct
- Drug and alcohol related

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- Damage or theft
- Persistent disruptive behaviour

### **Permanent Exclusion**

If all routes to support a child and their family have been exhausted, including CAFs (Common Assessment Framework), Individual Behavioural Plans, support of other agencies including Behaviour Support and Key Learning Centres, it may be necessary to permanently exclude the child - but this is an absolute last resort. In school we ensure that parents are kept informed throughout the whole process. An escalation of half day, one day, three days and five days exclusions prior to permanent ensure that pupils are given equal opportunities to continue with their learning.

### **Lunchtime Conduct**

At lunchtimes, supervision is by the Senior Supervisor and a team of Dinner Supervisors, they should maintain order in accordance with the Behaviour Policy. Repeated minor problems might result in the child being asked to complete a specific task which hopefully will diffuse the situation. The Senior Supervisor refers misbehaviour, on this level, to a member of the Senior Management Team, if necessary.

The children should treat the Senior Supervisor and Supervisory Assistants with the respect due to all adults at Fierté Multi Academy Trust. Verbal or physical abuse is not tolerated.

- If a child does not behave appropriately after three verbal warnings, he/she will be removed from the playground for a specific amount of time depending on the misdemeanour to sit with this teacher for an appropriate amount of time. The misdemeanours will be noted in the Behaviour Book and then entered on SIMS (School Information Management System) so that the record of the behaviour can be accessed easily at any time.
- Any misbehaviour during these sessions will result in the punishment being extended for further lunchtimes
- If the child is in 'Sin Bin' for more than 10 occasions within one term, he/she will undertake Community Service for two weeks.
- If this strategy has failed to have any effect, and the child appears in front of the Headteacher again, the result will be a meeting with parents, at which time warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- If the poor behaviour continues, the parents of the child will be informed by letter of the possibility of a fixed term lunchtime exclusion and if the unacceptable behaviour continues again, this sanction will be carried out
- If after this punishment there is no improvement or if the problem is severe or recurring, exclusion procedures are implemented for a period during the lunch break - after consultation with the Governing Body.
- A case conference with parents and support agencies may be carried out.
- If the problem remains, permanent exclusion at lunchtimes may be implemented, after consultation with the Governing Body and the LA.
- Parents have the right of appeal to the Governing Body against any decision to exclude their child.

## **Parents**

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules and the principles of UNICEF (Rights Respecting Schools) with their child, emphasising that they support the rules. So that this can be carried out effectively, a copy of the Behaviour Policy will be made available to every parent.

Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

### **Monitoring:**

**This policy will be reviewed annually with staff and Governors.**

Signed:

Chair of Governors

Date: September 2018

To be reviewed September 2019

Reviewed as whole staff on Inset days.

### Further information

#### Useful Documents and Resources

DfES/Home Office	Social Inclusion: Pupil Support (Circular 10/99)
Stationery Office Chaired	Discipline in schools: Report of the Committee of Enquiry by Lord Elton 1989 (reprinted 1997)
DfES/ Home Office	Dealing with Troublemakers 1997
DfES	The Use of Force to Control 10/98 or Restrain Pupils
Folens Publishers	Primary Professional Development: Behaviour Management & Policy (FA6505)

### **Classroom Procedures for Dealing with Unacceptable Behaviour**

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- Time out 5 minutes.
- Apology.
- Key stage coordinators to sit under their thinking bubble.
- Teachers will monitor incidents.
- If the pupil is deemed a danger to themselves or others the pupil is removed for time out in the Headteacher or Deputy's office.( letter being sent to the parents)
- If the child appears in front of the Headteacher again, the result will be a meeting with parents- warning.
- Exclusion procedures are implemented
- A case conference may be held with parents and support agencies.