

**Behaviour and Discipline Policy**

***Nobody’s perfect. Everyone makes mistakes. But some mistakes will teach you great lessons & make you a better person…’***

This policy should be seen as an important practical and relevant document in the daily life of the school. It should, therefore, not be read in isolation but interpreted in conjunction with our Anti-Bullying Policy as well as, our School Vision and Values.

Aims

**We accept that any statement of School Policy on Behaviour and Discipline should be made within the context of clearly defined aims. Simply stated our aims are:**

* To create an atmosphere of mutual caring and respect, within an orderly school community, in which successful learning through effective teaching takes place.
* To develop, for **all**learners a positive sense of self-worth, self-discipline and an acceptance of responsibility for their own actions.
* To develop an appropriate respect for our environment.
* To encourage **all** learners to listen to, and have respect for, the viewpoint of others.

We believe that these aims are best realised in the context of our school ethos with our pupils encouraged to give of their best, both in and out of the classroom

At Bollington Cross C.E Primary School, we believe a positive approach of praise, encouragement, rewards and the raising of self-esteem is more effective behaviour management for our learners.

Objectives

We will achieve our aims through a variety of strategies and objectives which will include:

* The application by **all** staff of a coherent, fair and consistent approach to discipline and behaviour throughout the school.
* The adoption of a simple code of behaviour to which our pupils have contributed, thereby creating a sense of ownership and commitment.
* The establishment of relaxed but respectful pupil, staff, parent and governor relationships.
* The setting by staff of appropriate and acceptable standards for children to follow which include dress, attitude, punctuality and commitment.
* The creation of a positive, stimulating environment for our pupils, to include playtimes and lunchtimes.
* To ensure a child is aware that whilst he or she is always acceptable, it is his or her inappropriate behaviour which is not.
* To recognise the importance of the home-school partnership and that early consultation with parents is essential in order to discuss problems encountered and agree upon an appropriate course of action.
* To adopt an age appropriate rewards system which acknowledges children’s achievements, but retains the nurturing and development of age appropriate, personal intrinsic motivation

Good and Unacceptable Behaviour

Good Behaviour – conforms to the reasonable expectations of the school community. It shows mutual respect for the needs and aspirations of everyone. It involves caring for the whole school environment and the reputation of the school.

Unacceptable Behaviour – is to be seen when individuals behave in a way that prevents their own development and where unacceptable conduct disrupts the process of teaching and learning for themselves and others and lowers the reputation of the school.

In seeking to build a positive school, we see several elements as essential to our policy:

* An agreed school policy for effective *learning and teaching* which aims to create a harmonious learning environment.
* School and classroom codes of behaviour which are known and accepted.
* Consistent implementation of these at all levels by **all** staff.
* Acknowledgement of those who keep the spirit of the code.
* Deliberate teaching to develop self-discipline and personal responsibility.
* Correction of behaviour that is outside the code, including appropriate sanctions when necessary

The Benefits of Good School Behaviour

At Bollington Cross CE Primary School we believe that because staff, pupils and parents value good behaviour, there are benefits for all in the daily life in our school.

Children

Learn what good behaviour means
Learn to respect each other in a safe, secure and fair-minded environment
Learn the value of friendship
Develop self-esteem and self-confidence
Achieve the highest standards in all their school work
Have opportunities to take part in a wider range of activities

Staff

Can teach effectively without lessons constantly disrupted
Can work to meet the varied needs of all children
Can develop personally and professionally and see the home school partnership strengthened.

Parents

Are secure in the knowledge that their children are happy and safe in school, growing personally, socially, spiritually, culturally and academically, emotionally, know that their children will receive constructive support when they need it and feel welcome in the positive atmosphere of our school.

School Code of Behaviour

**“OUR SCHOOL CODE”**

1. **WE ARE KIND, HELPFUL AND CARING TO EVERYONE AT ALL TIMES**
2. **WE ARE ALWAYS HONEST AND TRUTHFUL**
3. **WE LOOK AFTER OUR SCHOOL AND EVERYTHING IN IT**
4. **WE ALWAYS WALK INSIDE OUR SCHOOL**
5. **WE USE WORKING VOICES IN SCHOOL AT ALL TIMES**
6. **WE BEHAVE OURSELVES ON THE WAY TO AND FROM SCHOOL**
7. **WE COME TO SCHOOL ON TIME**

**“FOLLOW THE Bollington Cross CODE”**

This is shared with the children regularly throughout the school year and is a focus for PSHE lessons where needed or appropriate during any situation which arises and offers a teachable moment.

Classroom Management

**“OUR CLASSROOM CODE”**

1. **WE DO AS WE ARE ASKED FIRST TIME**
2. **WE ARE POLITE TO EVERYONE AT ALL TIMES**
3. **WE LOOK AFTER THE CLASSROOM AND EVERYTHING IN IT**
4. **WE ALWAYS DO OUR BEST**
5. **WE KEEP OUR HANDS AND FEET TO OURSELVES**
6. **WE LISTEN TO EACH OTHER**

**“FOLLOW THE CLASSROOM CODE”**

This is shared with the children regularly throughout the school year and is a focus for Circle Times / Class Collective Worship and PSHE lessons. The classroom code forms the basis for our Golden Rules – also shared each Friday collectively as a school.

Praise and Rewards

**ENCOURAGING GOOD BEHAVIOUR**

**Everyone at Bollington Cross CE Primary School has agreed to:**

1. Recognise and praise good behaviour as it happens
2. Be genuine in praise
3. State why they are pleased

REWARDS FOR GOOD BEHAVIOUR

**We will use various strategies to reward our pupils which may include:**

1. Verbal praise (a kind word or just encouragement).
2. Praise from teachers, support staff and the Headteacher.
3. Praise in front of peers or parents.
4. Thumbs up, smiles, applause.
5. Positive feedback about work or behaviour (verbal or written).
6. Dojo points scheme for all pupils. These Dojos are a notification to parents of a positive aspect of behaviour or achievement.
7. Cumulative house dojo rewards (whole school non-uniform, whole class treat)
8. Headteacher’s Award for recognised hard work, application, initiative, kindness or attitude.
9. Sharing examples of children’s work.
10. Encouraging the children to praise each other.
11. Special praise through other staff recognition in School Assembly.

**Sanctions**

We recognise that the vast majority of our pupils are well-behaved and contribute greatly to the positive atmosphere within our school.

Nevertheless, for a small minority of our pupils, we are aware that clearly understood sanctions may be necessary on occasions when praise and reward strategies prove ineffective. It is important children know that they are under supervision, that checks are made, and that there is an expectation from each child of behaviour which meets our School Code.

**Our general procedure for dealing with any unacceptable behaviour should be:**

1. Express disapproval (the look, quiet word).
2. Withdrawn attention if appropriate (ignore attention seeking behaviour).
3. Tactical positioning of teacher to eliminate problem.
4. Praise of other children behaving well.
5. Whole class reminder of Class Code.
6. Withdrawal from the group but keep within classroom.
7. Parents contacted to discuss *School*Behaviour. Behaviour monitored daily by Class Teacher.
8. Time out from the classroom, working through tasks in isolation where appropriate with support/supervision.
9. Loss of privileges, (free choice of activity, playtime or lunchtime).
10. Time out to allow for cooling off period either within or outside classroom.
11. Refer to Deputy Headteacher or Headteacher.
12. Parents contacted to discuss *School Behaviour Report.*Behaviour monitored daily by HT.

In some cases, extended periods of unacceptable behavior may result in working with the family to refer to other support streams. This may include a referral to Inclusion Team or Educational Psychology. Where behaviour is identified as linked to a special educational need or diagnosis, a separate Individual Behaviour Plan will be written, shared with parents and followed – this will have detailed rewards/sanctions bespoke to the child.

**At playtimes/lunchtimes:**

* Accompany teacher/TA/MDA in playground
* Isolate from group for stipulated period;
* Refer to Senior Midday Supervisor, Deputy Headteacher or Headteacher

If behaviour is unacceptable in extra-curricular activities, a warning should be given and if behaviour does not improve then the pupil will not be allowed to attend the activity.

**Poor Behaviour and Representative School Teams**

Children who are displaying unacceptable behaviour should be aware that they will not be considered for representative school teams. To be selected for a school team is an honour. It is for pupils who can be trusted to be exemplary ambassadors for their school and its name/reputation. Staff considering excluding children from school team selection for this reason, should initially discuss this with the Headteacher or Deputy Headteacher.

**Parental Involvement**

Where significant concerns are raised by staff or another pupil’s parents then the child’s parents will be contacted.

* Parental involvement is important
* Parents’ contribution may throw more light on problems behind the misbehaviour
* This helps provide consistent action between school and home
* Class teacher/Parent Diary may be set up after discussion – can be daily or weekly for a set period

Where behaviour outside school (on visits, matches, swimming, etc) is unacceptable the child’s parents will be asked to discuss this with the child’s teacher and agree the action to be taken.

Where a child’s behaviour at lunchtime is persistently unacceptable, the school may exclude the child for the lunchtime period following appropriate prior notification to parents by the Headteacher or Deputy Headteacher.

Where inappropriate standards of behaviour continue to be exhibited by the child the Headteacher or Deputy Headteacher, in consultation with the child’s parents may seek the involvement of the LA Educational Psychologist or LA’s  Behaviour Support Advisor to provide specialist guidance or counselling.

Exclusions

Should the Headteacher or Deputy Headteacher consider a child’s unacceptable behaviour warrants a fixed term or permanent exclusion, all LA and national procedures regarding exclusions will be followed by the school.

1. GENERAL EXPECTATIONS

**At Breaktimes/Lunchtimes**

1. Staff who keep children in school at breaktimes or lunchtimes are responsible for their supervision.
2. Children are encouraged to observe the School Code, play fairly and sensibly and respect each other’s space.

CARE CONTROL AND PHYSICAL RESTRAINT OF PUPILS

We ensure that every 3 years our staff attend a Positive Handling course on de-escalation strategies and positive handling

Key points from this document are summarised below for our staff:

1. **a) Before Intervening**
* Evaluate the situation and where necessary and where possible obtain help from another member of staff to initially assist with the situation and thereafter be a witness
* Every effort should be made to de-escalate the situation by:
– remaining calm, knowing what to say, responding rather than reacting, staying in control
1. **b) Circumstances Justifying Physical Intervention**

On occasions when teachers and other persons who are authorised by the Headteacher to have control or charge of pupils, may use such force as is reasonable in circumstances:

* where action is necessary in self-defence or because there is an imminent risk of injury to self or others
* where there is a chance that property will be significantly damaged
* where a pupil is behaving in a way that is compromising good order and discipline or is leading to a significant disruption to learning.
1. **c) Application of Reasonable Force**

There is no legal definition of “reasonable force”. It will always depend on all the circumstances. The use of force can be regarded as reasonable if:

* it is used for the minimum length of time to achieve its objective
* it is used as a last resort
* the degree of force must be the minimum necessary and in proportion to the incident or the consequences it is intended to prevent

**Lawful methods of reasonable force might involve:**

physically interposing between pupils
blocking a pupil’s path
holding, pushing or pulling
leading a pupil by the hand or arm
shepherding a pupil away by placing a hand in the centre of the back
in extreme circumstances using more restrictive holds

1. **d) Authorised Staff**

The Headteacher has authorised all the school’s employees to use reasonable force whenever deemed necessary, in accordance with the circumstances outlined in this policy.

1. **e) Unreasonable levels of restraint**

The following actions are likely to be deemed unreasonable by the Courts and therefore must not be used to restrain our pupils:

* holding a pupil around the neck, or by  the collar, or in any way that might restrict the pupil’s ability to breathe
* slapping, punching, hitting or kicking a pupil
* twisting or forcing limbs against a joint
* holding or pulling a pupil by the ear or hair
* holding a pupil on the ground

The list is not exhaustive nor does the omission of a particular kind of conduct from the above examples indicate that it would be necessarily viewed as reasonable.

1. **f) Recording Incidents**

If for any reason staff use force to restrain a pupil it is important that the Headteacher or Deputy Headteacher is informed immediately and that the member of staff involved completes a written report document. This may help alleviate any misunderstandings or misrepresentation of the incident and will be helpful evidence should there be a complaint from a parent or pupil.

Managing the school behaviour policy

The way our teaching and support staff conduct their relationships within school will inevitably influence the children and we should always provide good role models in this respect. Staff and Governors should be aware that:

* The Headteacher will encourage and support our staff in their efforts to implement this policy.
* The Headteacher will bring exceptionally good behaviour and persistent unacceptable behaviour to the attention of staff. Where necessary, parents will be contacted.
* The Headteacher will discuss with new intake parents our expectations of children’s behaviour in school, based on our agreed policy.
* The Headteacher and Deputy Headteacher will be available to discuss with teaching and support staff concerns about the behaviour of individuals and groups of children.
* Class Teachers will always be responsible for the behaviour of their pupils in the normal course of their duties, with recourse to the Headteacher, Deputy Headteacher or Assistant Headteachers whenever deemed appropriate.
* This policy will be reviewed annually and revised as necessary by the Headteacher and Deputy Headteacher in consultation with the staff and governors.

Date of last review: February 2023

Date of Next Review: February 2024