



MERSHAM PRIMARY SCHOOL

Behaviour and Discipline Policy

Date reviewed/updated	September 2019
Next review date	September 2020 or earlier if needed

Signed: _____ Chair of Governors Date: _____

_____ Headteacher Date: _____

WHOLE SCHOOL POLICY

Introduction

This document is a statement of the aims, principles and strategies for Mersham Primary School.

DfES guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with: the SEN policy, Anti-bullying policy, and child protection policy and the policy for teaching and learning to establish the general ethos of the school.

Rationale

This document provides a framework for the creation of a happy, secure and orderly environment, in which children can learn and develop as caring and responsible people.

Our policy is written for all members of the school community to allow each one to understand the behaviour ethos of the school and to apply it consistently and fairly.

We are committed to maintaining appropriate standards of behaviour affecting children's social, emotional and intellectual development.

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school
- To ensure that parents are informed and are aware of our disciplinary procedures
- To provide a system of rewards to encourage positive behaviour
- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self discipline
- To prevent bullying
- To prevent racial abuse

Evidence increasingly suggests that; in today's society exposure to aggressive and even violent behaviour is an increasing problem that children have increasing difficulties with co-operation, friendship, concentration and listening and many children are arriving in school with fewer social skills.

At Mersham Primary School we wish to promote a partnership approach to behaviour management.

Underlying Principles

- Every child has the right to learn
- Every child has the right to come to school without fear of abuse or prejudice.

The establishment of a positive and caring ethos is an essential prerequisite for learning. This culture is dependent upon trusting relationships and a process of co-operative team work. We welcome and encourage the involvement of other professionals, governors, parents and carers and others in the community.

Responsibilities

All members of the school community – teaching and non teaching staff, parents, pupils and governors, work towards the school aims by:

- Providing a well ordered environment in which all are fully aware of behavioral expectations
- Treating all children and adults as individuals and respecting their rights, values and beliefs
- Developing tolerance and understanding in all stakeholders in the wide range of behaviour needs within a school
- Fostering and promoting good relationships and a sense of belonging to the school community
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing positive behaviours towards others and their learning
- Rejecting all bullying or harassment in any form
- Helping to develop strategies to minimise undesirable behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking pride in, the physical environment of the school, working as a team, supporting and encouraging each other
- Promoting healthy minds and healthy bodies

Liaison with Parents

Parents may be informed informally about minor incidents, and will be kept informed about any significant or repetitious poor behaviour and the details of action taken, also incidents involving their child, where there has been a significant level of distress. The level of liaison with parents will vary; children with additional needs linked to their behaviour may need more intensive liaison and dialogue to support their child.

Outside agencies

Any worries about any pupil may be discussed with the Special Educational Needs co-ordinator (SENCO) and other professionals working with the school. There may be times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and head teacher, or as the result of discussion at an in-school review. Any outside agency will need information, therefore teachers need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies include:

- Family Liaison Officer
- Specialist Teaching and Learning Service
- Educational Psychologist
- Education welfare Officer
- Teacher for Hearing or Visually Impaired
- Speech Therapist
- Physiotherapist
- School Nursing
- Social Services

Monitoring

In light of this policy the Senior Leadership Team and governing body will continually monitor the behaviour throughout the school.

The effects of this policy will be evaluated through consultation with all the parties involved. Agreed changes to this policy will then be incorporated as necessary.

AIMS

The school will:

- (1) Eliminate impediments to a whole school approach
- (2) Ensure that initial staff contact with children new to the school is conducted with empathy
- (3) Provide children with the opportunity to discuss the need to behave appropriately within the school and wider community
- (4) Provide good role models in order to encourage good behaviour, orderly conduct, respect for others, care for personal belongings and respect for other peoples' property.
- (5) Draw up a whole school approach to its strategy for dealing with challenging behaviour
- (6) Establish school rules emphasising the promotion of positive behaviour
- (7) Agree appropriate recognition of good behaviour and establish a strategy for dealing with inappropriate or challenging behaviour
- (8) Ensure children know and understand the school's high expectations of them
- (9) Support other members of staff when appropriate
- (10) At all times support and encourage a safe and caring ethos within the school.
- (11) Draw up a partnership contract between Parents, the school and individual children

We believe at Mersham Primary School that positive behaviour and its management is essential to the maintenance of a safe and caring community.

School-Wide Rules

(1) The following whole school rules have been agreed and adopted. The children and all staff within the school have been informed of these rules and they are displayed around the school to reinforce and to act as reminders.

School-Wide Rules

- 1 We follow instructions the first time we are asked.
- 2 We move about the school quietly and sensibly.
- 3 We take care of our belongings and respect other people's property.
- 4 We are kind, friendly, helpful and polite to all people at all times.
- 5 We keep our hands, feet and other objects to ourselves.

Classroom Rules

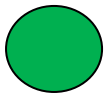
- These will be established through discussion between children and individual class teachers.
- The emphasis being on the creation of an appropriate working environment specific to the age and individual needs of the children.
- They should emphasise appropriate learning skills;
 - Questioning, listening and answering skills
 - Responding appropriately to adults and peers
 - Acceptance of responsibilities
 - Presentation of work
 - Following guidelines or instructions
 - Respect for others, their ideas and opinions in group work and sharing activities
 - Meeting / setting targets
 - Managing time
 - Care in the use and storage of resources
- These may vary from time to time according to need.

The class rules will be displayed in individual classrooms and signed by all children.

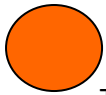
(2) Monitoring and Recording behaviour

We use **Trackit Lights** as our system for monitoring behaviour in school. This colour coded system enables teachers to easily track behaviour and acts as a visual prompt for children. The Senior Leadership Team monitor behaviour throughout the week using this system and regularly review behaviour during meetings. This enables the Senior Leadership Team to identify patterns in behaviour and address these accordingly.

Each colour has a number of behaviour options available to assign to it:



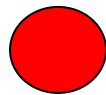
Children are awarded green 'Trackits' for positive behaviour. For each green Trackit they are awarded 1 house point. House points are collated weekly and shared with the school in Celebration assembly by House Captains. Green 'Trackits' can be awarded at any time, even after an amber, yellow or red.



This amber warning is given when class/school rules are not followed. When giving a warning to a child, the member of staff will explain this to the child and the reason why their behaviour is inappropriate.



This yellow warning is given when children continue to demonstrate negative behaviours. In Reception and Key Stage One the child will miss five minutes of their next break. In Key Stage Two they will miss 10 minutes of their next break.



A red Trackit is assigned for persistent negative behaviour. If deemed appropriate they will spend some time working in another class. The duration of this time out of class will vary according age and individual circumstances. This may also be assigned if the behaviour is deemed to be particularly serious: e.g. aggression. If a behaviour is deemed to be sufficiently serious a child may be assigned a red Trackit without having previously been given any amber or yellow warnings. If a red is assigned the member of staff will complete a behaviour monitoring form. If a child receives a red Trackit their parents are informed that day in person, by telephone or, if uncontactable, by email.

The house point and warning system are reset at the end of each school day.

In cases where the behaviour is considered too serious to follow the normal procedure the child is sent directly to a member of SLT.

In addition to the Trackit Lights system, individual teachers may implement their own positive behaviour awards such as: raffle tickets, prizes, stickers, golden time.

Headteacher's Certificates

The Headteacher's award should be given to one child from each class on a weekly basis for demonstrating work or behaviour in line with our school values.

Certificates should be completed by staff by Friday morning and given to the headteacher **before** assembly starts.

The certificate holders will be announced in assembly on Friday - a few minutes is spent in reminding reinforcing the standards expected and in general praise.

All staff need to be familiar with the stages of this system. The practice of rewarding children who are always well behaved needs to be acknowledged.

Exclusion

The headteacher, acting on behalf of the governing body, reserves the right to exclude pupils on a 'Fixed term' or permanent exclusion in extreme cases. The headteacher will follow the procedures set out in law and statutory guidance provided by the Local Authority, which are designed to ensure fairness and openness in the handing of exclusions.

Whenever the headteacher excludes a pupil, the parent should be notified immediately, ideally by telephone followed up by a letter within one school day.

(See Exclusions Guidance 2003)

Inclusion Statement

The school operates a differentiated behaviour policy with reasonable adjustments for pupils with additional needs:

- The peers of pupils who have additional needs are taught the reasons why the school operates such a differentiated policy
- Staff are supported by outside agencies in developing their approach to behaviour
- Exclusions will be monitored for impairment/ethnicity where appropriate
- Support staff are trained to run lunchtime activities and are trained to deal with challenging behaviour
- Pastoral support will be made available for pupils where appropriate
- Pupils who are vulnerable or who have additional needs linked to behaviour are supported by key members of staff during playtimes
- The school uses Emotion Coaching to support children with additional needs to begin to self-regulate and monitor their own behaviour.
- The school will work closely with parents and carers to act in the best interests of their child to promote positive behaviour outcomes in school. This may include working with and supporting inter-agency work.

The use of Reasonable Force

This section of the policy has been written with reference to the following guidance - *Use of reasonable force. Advice for Headteachers, staff and governing bodies July 2013*

Senior members of staff are trained in the use of 'Positive Handling' and will be called upon to intervene if it is deemed necessary. All staff have the right to use reasonable force as outlined above if the need is urgent and immediate or a senior member of staff is not available.

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

Parents will always be informed if reasonable force has been employed. There will also be a written record kept at the school. Schools do not require parental consent to use reasonable force.

The following section is taken from the guidance referenced above:

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. 'Reasonable in the circumstances' means using no more force than is needed.
3. We may use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force

When can reasonable force be used?

- 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.