NAME OF POLICY: **POLICY FOR BEHAVIOUR AND DISCIPLINE.**

DATE OF POLICY: January 2016 (Significant changes made to previous policy dated 2012)

REVIEW DATES: September 2016/ September 2017

**At Bocking Church Street Primary School all staff and governors are fully aware of their responsibilities regarding**

**safeguarding and promoting the welfare of children.**

**This policy has been written taking all aspects of safeguarding into consideration.**

*Please note, that throughout the policy parent refers to the parent or carer of the child.*

*This policy as been written to take into account advice from DFE Behaviour and Discipline in Schools advice for Headteachers and school staff January 2016.*

Introduction

At Bocking Church Street Primary School we aim to ensure a happy, healthy, fulfilling future for all by:

* Providing a broad and balanced curriculum
* Our commitment to the highest possible standards
* Supporting children, and their families, as they aim to fulfil their potential
* We aim to foster concern and respect for each other, nurturing self-confidence, self-esteem and self-motivation in order to prepare for life-long learning.

At Bocking we believe that we can Happily Build Success Together. To help support this we have seven Keys to Success for our school which underpins the work that goes on within school. These are:

**Be Respectful Be Ready Be Resilient Be Responsible Be Resourceful Be Reflective Be Remarkable**

In this climate, we believe our children will begin to develop the social, personal and academic skills that will lay the foundations for the future.

In dealing with pupil behaviour we adopt a positive approach. Good behaviour is recognised, acknowledged and frequently praised.

In dealing with inappropriate behaviour staff ensure that children know that it is their behaviour that is unacceptable not the individual. We feel it is important to convey the belief that all children are capable of good behaviour and that is what we expect of them.

All adults in the school provide exemplary role models of considerate and polite behaviour, use appropriate language and observe common courtesies among themselves and with children. The staff are sensitive to the needs of all children at Bocking.

Classroom behaviour.

The curriculum is central to maintaining order in school. It provides opportunities for discussing the need for rules in society and how they protect our rights.

Staff promote a sense of self discipline and of caring for one another, through work which involves a balance of class, groups and individual work. Tasks are planned appropriately for children so that they are challenged and interested. This helps avoid instances of low level disruptive behaviour.

Classroom rules are discussed and negotiated between staff and children, usually at the beginning of each year, during a PSHCE lesson. The number of rules is limited as they are positively phrased. They are referred to as regularly as required and are displayed prominently in each class.

Staff are usually able to anticipate confrontational situations and find ways to defuse them.

Staff have a range of strategies for raising children’s personal self esteem and to help them gain a sense of community and individual responsibility, for example

Opportunities to work in a variety of groups and partnerships

Role play

Circle games and trust exercises

Cross cultural experiences

Teamwork and games

The environment is also well planned to promote positive behaviour. Resources are tidy, well kept and readily accessible. Children are taught how to use these with respect.

Lunchtime behaviour

Lunchtime should be an enjoyable social occasion – a time when all those skills learnt in the classroom can be put to practical use and extend the learning environment into the playground. Children need to feel safe on the playground and there is an expectation that the rules that are set within the classrooms will be carried through into a lunchtime situation (where appropriate).

Our lunchtime staff (MDA’s) communicate regularly with class teachers about children lunchtime behaviour. If an incident of unacceptable behaviour occurs at lunchtime this will be reported to the class teacher. MDA’s report any incidents of unacceptable behaviour to class teachers and / or the headteacher . A record of any behaviour incidents is also kept by lunchtime staff. This is monitored regularly by the headteacher.

Rewards and sanctions

For most of the time our children behave very well and we encourage this by rewarding positive behaviour. Each class may have their own reward system, appropriate to the age of the children, but these systems are recognised throughout the school. Strategies which may be used include the following:

1. House Points Every child when joining the school is assigned to a house (red/yellow/green/blue) and can earn points towards their house total. The winning house is celebrated each term.
2. Class DoJo – a reward system used across the whole school where children are given ‘Dojo’s’ for behaviour/effort/attitude etc. This system can be accessed by parents at home.
3. Sharing work – this can involve showing good work to other teachers, classes, the headteacher or visiting adults. Sharing assemblies take place every week during the term, when each class shares an aspect of their work or an event special to them.
4. Good friends and good deeds are also celebrated in our weekly special achievement assembly through our friendship tokens
5. Certificates – certificates are awarded to pupils and classes in assembly on a termly basis for outstanding contributions.

Our children are taught that although our policy is to reward positive behaviour, inappropriate behaviour in school does have consequences in the form of sanctions. The following procedure is adopted:

1. Verbal reprimand
2. Reminder of unacceptable behaviour
3. The consequence of repeating the action is given
4. Consequence is applied if action is repeated

Sanctions range in severity according to the incident, where it took place and the general behaviour pattern of the child. These may include:

* The child may be asked to sit away from the other children in the class for a period of time
* Taking time out of the class or from playtime by sitting outside the office
* The child being asked to work in another class
* Staying inside for part of a playtime/lunchtime under supervision

The children are always given the opportunity to think about their inappropriate behaviour and are given opportunities to make a decision about how they might change their behaviour.

In some extreme cases further sanctions or actions may be used:

1. The child may be referred to see the headteacher or other senior member of staff
2. Parents may be contacted to discuss ways of helping to improve behaviour
3. If there is pattern of behaviour which becomes frequent it may be necessary to place the child on our register for children with additional needs for their behaviour; a one plan will be created between the child, parents and teacher to ensure that appropriate targets for behaviour are set and strategies for meeting these targets identified.
4. Temporary exclusion
5. Permanent exclusion

If a child’s behaviour is unacceptable towards another child or adult in school, enough to cause extreme concern parents will be informed.

Exclusion will always be the last resort and usually follows an attempt to modify behaviour over a period of time. In the case of a severe physical attack on another person this may be the most appropriate and immediate course of action.

Occasionally children run out of the classroom or more worryingly out of school. In such an event the following procedure will be undertaken:

Leaving the classroom without permission

* The class teacher will remain with the class
* The class teacher will inform the headteacher as quickly as possible using the florescent orange disc or by a messenger
* The child will be located as soon as possible and the incident investigated
* Parents will only be informed of this if there are serious reasons for the behaviour

Leaving the school premises

* The child should not be chased
* The headteacher should be informed as soon as possible and will make a decision about the appropriate action to be taken.
* Parents will be contacted
* Every effort will be made to establish the whereabouts of the child
* If the parents/carers of the child cannot be contacted then the police will be informed

**Bullying**

Due to the difficulties surrounding bullying, our anti bullying policy explores in detail our approach to such behaviours.

As part of our PSHCE curriculum and in our assembly time, the children throughout the whole school have many opportunities to talk about and discuss how behaving in a certain way can make you and others feel.

We will not tolerate either physical or verbal bullying. Persistent taunting and teasing, pushing or hitting can cause genuine distress.

Children are encouraged to tell either their parents, teacher or headteacher should they feel that they are being bullied. Other children, too, are encouraged to tell if they feel that someone they know is being bullied.

The allegations are then followed up by talking to all those concerned and the previously stated procedures will be followed.

Please also see Anti - Bullying policy.

**Drugs**

At the present time this does not constitute a problem for our school, but our children will be entering an adult world where a huge variety of substances are widely available.

Through our PSHCE work and work on living processes in science we aim to teach the children the need for healthy living. This includes teaching and discussion on aspects of diet and life that are not healthy. The depth in which these issues are covered depends on the age and experience of the children.

The school cannot allow illegal drugs upon the premises and any child suspected of having such drugs will be subject to immediate investigation. The following procedure will be adopted:

* The child will be asked to give such substances to the headteacher
* The child’s parents will be informed of the suspicion
* The police will be contacted to ascertain the nature of the substance
* If the substance is declared illegal the Chair of Governors will be informed
* Parent and staff will work together to deal with the problem in the most positive way for the benefit of the child, using the expertise of outside agencies such as the local community drugs team

**Physical contact by staff**

Staff should **NEVER** poke, hit or tap a child.

There are occasions, however where a child needs a hug or similar in praise of achievement or for comfort to ease distress or to help in drama or PE lessons. Staff must ensure that such physical contact is not misinterpreted by the child. Should any parent object to this form of physical contact with their child they should inform the school so that staff can act accordingly.

In extreme cases staff are allowed to restrain children to prevent them from causing injury to themselves or others, or seriously damaging property. Physical restraint will only be used if verbal commands cannot control the situation. The restraint will be the minimum required to deal with the circumstances and will continue for no longer than necessary. Parents will be informed, as soon as possible, if a child has had to be restrained in this way. (please see physical restraint policy)

**The role of governors**

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. Behaviour is an agenda item at each termly governors meeting.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

**The role of the class teacher and teaching assistants**

We are aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers and teaching assistants strive to be positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers and teaching assistants contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate.

We have a well being mentor in school who is available on a regular, weekly basis for children to talk to. The well being mentor is used to support children who may find playtime and lunchtime behaviour a challenge. She also supports children who may have difficulties in social issues which can cause unacceptable behaviours at playtime and lunchtime, by offering strategies and a ‘listening ear’ for the children. Any issues which need following up are reported to the headteacher.

**Role of the Headteacher**

It is the responsibility of the headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.   The headteacher reports termly to governors on the behaviour of children in school in the headteacher’s report.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of unacceptable behaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

**The role of parents**

Parents have a vital role to play in their children’s education. It is very important that parents support their child’s learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Our school values and expectations are set out in the school prospectus, and we expect parents to read these and support them.

We expect parents to behave in a reasonable and civilized manner towards all members of the school community. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the headteacher who will take appropriate action.   Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

Other related policies:

* PSHCE
* Anti bullying
* Health and safety
* Physical restraint policy
* Allegations against staff
* Child Protection

Policy Review:

**Policy review and agreed date**:

Autumn term 2017 September 14th 2017

Autumn term 2016 September