

Behaviour and Discipline Policy

Principles

At Hanbury First School we strive to achieve and promote high standards of behaviour. It is the intention of this policy to detail our expectations of pupil behaviour and the strategies and approaches used to achieve these.

Our behaviour policy is an essential foundation for accomplishing our school's aims and generating an ethos consistent with our values.

At Hanbury First School, we recognise the vital role that adults have to play in providing a model of behaviour for our children. We value the pupils in our school and give them the respect that they deserve. We treat them fairly and consistently, always endeavouring to recognise and celebrate positive behaviour.

We believe that discipline is a key feature of school life and that all children need clear boundaries and expectations. A positive approach helps raise self esteem and a sense of purpose amongst children and adults.

Our Values

Hanbury First School will encourage children to value themselves and become caring members of the community by taking responsibility for themselves, their actions and their choices.

Our Aims

We are committed to promoting a personal balanced education which provides a secure foundation for each child's future. By offering a caring and nurturing environment, children will be inspired to enjoy and take responsibility for their own learning. We endeavour to be a school that grows with our children and the ever-changing world.

Our aims are:

- To create a happy, stimulating and secure environment in which children can take an active role in their learning.
- To nurture children's enthusiasm for knowledge through developing their understanding of what it is to be a successful learner.
- To resource, develop and support staff in their quest to promote high academic standards.
- To develop a positive attitude and a continuing pride. To encourage self confidence and motivation.

- To celebrate individuality and become a well rounded citizen who respects and cares for the diversity in the world around us.

To be successful in achieving our aims, we understand that as a school we need:

- a) An agreed and consistently implemented whole school behaviour policy.
- b) Staff who are confident and skilled at teaching children appropriate behaviour.
- c) A positive, open and honest relationship with parents, carers and guardians.

A Positive Approach

Hanbury First School caters for children from the ages of 4 to 9 years old. This behaviour policy applies to all children across the school from Reception to Year 4. We provide a safe and secure environment with clear boundaries. Whilst our approach is firm and disciplined we understand how important it is to highlight and praise examples of good behaviour and this is central in our approach to behaviour management. We encourage the pupils to take responsibility for their own behaviour and to recognise how their choices lead to consequences, both positive and negative.

Rules

All children are expected to follow the same five fundamental rules and these are displayed in each classroom where the children can see them. The rules are as follows:

- We listen to other people.
- We are kind, caring, honest and polite.
- We put our hands up to ask questions.
- We respect our own and other people's property.
- We let other people get on.

We believe that these rules cover the many different types of behaviour that will be exhibited in school and they are easy for the children to understand and remember. As well as these there are specific rules for the playground and for moving around the school. These rules uphold our belief that all members of Hanbury First School should be respectful towards each other and their surroundings. Copies of these rules can be found in the appendices.

Whilst seeking to develop pupil's behaviour we often uncover other underlying factors which may contribute towards a small minority of children having difficulty following and adhering to the school's expectations. These may include:

- Reduced emotional literacy skills
- Low self esteem
- Reduced social skills
- An inability to accept responsibility for his/her actions

In order to help these children modify their behaviour we will continue to adopt a firm approach whilst still reinforcing the positive aspects of their behaviour and raising the pupil's own perception of his/her achievements. Modelling positive behaviour forms an integral part of this process. This involves teachers modelling appropriate behaviour to the children and the children modelling appropriate behaviour to each other.

Rewards

Children can be praised for positive behaviour in a number of ways:

- Verbal praise
- House points
- Golden time
- Stickers
- Each class chooses a special person on a Friday to be the 'Star of the Week'. This is then shared with the whole school on a Monday in a Celebration Assembly.

Our main whole school approach to acknowledging positive behaviour is by giving the children house points. This allows the children to feel a sense of personal achievement but it also promotes team work. The house with the most points on a Friday has their house ribbons on the Hanbury trophy for the next week. When a child receives a house point they will receive a sticker. House points can be given by any member of staff when they see children demonstrating positive behaviour and following the school rules. House points can also be given for effort and achievement. Each member of staff has access to a stamp that can be used in the pupil's books.

Sanctions

On the rare occasion that behaviour is not acceptable, a clear, calm and consistent approach is used to help the children to understand the consequences of their actions. Sanctions are employed to ensure a safe and positive learning environment and we look at each individual situation carefully.

Zone boards are displayed in each classroom and consist of three coloured sections, Green, Amber and Red. The children start each day in green, which is at the top of the board. This is where we expect the majority, if not all of the children to be. If a child's behaviour falls below the school's expectation then a verbal warning will be given. At this point the children are encouraged to make the right choice about their behaviour. If the behaviour isn't modified then the child will be moved into the amber zone and will be expected to lose some of their privileges i.e. part or all of their playtime or golden time. The child will again be reminded that they need to make a decision about their behaviour and will have the opportunity to move out of amber and back into green once their sanction has been completed.

If the behaviour continues to be unacceptable then the child will move from the amber zone into red. Once in red, the child will be asked to have a 'time out' in another classroom. This allows the remainder of the class to continue working hard and often helps the child break the cycle of disruptive behaviour. Once appropriate behaviour is demonstrated, the child can return to their classroom. On the rare occasion that inappropriate behaviour continues then the child will be taken to the Head teacher's office. This will result in a loss of privileges and parents being informed.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking any further part in the session.

If a child deliberately threatens or hurts another child, the class teacher records the incident. The class teacher will decide, based on what has been witnessed and the accounts of those involved, what action will be taken. A child can be moved straight from the green zone into red at the discretion of the class teacher. This will result in the Headteacher being informed and parents will become involved. Where a child repeatedly acts in a way that disrupts the progress of the other children or upsets others, then the school will contact the parents to arrange an appointment to discuss the situation, with a view to improving the child's behaviour.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. The school will do everything in its power to ensure that all children can attend school free from fear.

De-Escalation Strategies

The staff at Hanbury School are committed to promoting positive behaviour and maintaining a calm, purposeful atmosphere. Where possible, de-escalation strategies will be used to avoid confrontational situations.

These strategies include:

- Removing the audience – using a quieter place or moving the other children in the class away
- Stepping away from the pupil and expecting them to follow instructions when you return
- Rewarding the pupils who are showing the desired positive behaviour
- Distracting the pupil's attention from the problem
- Re – focusing the pupil's interest
- Changing the activity if appropriate
- Small manageable steps – providing the pupil with tasks that they can succeed at, then introduce more challenging tasks
- Appropriate use of body language
- Appropriate use of personal space
- Involving another colleague
- Recognising the pupils feelings and verbalising anxieties and feelings in a constructive and calm manner
- Provide an increasing level of support if appropriate
- Offering alternative actions for the pupil to take
- Using previous successes to remind the pupil what they are good at
- Clearly outlining the positive consequences if they make a good choice
- Remaining firm, fair and caring

Use of Reasonable Force

All staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the *Education and Inspections Act 2006 (chapter 40) part 7 – Discipline, behaviour and exclusion, section 93*.

All members of staff have the legal power to use reasonable force. This power applies to any member of staff at the school. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

‘Reasonable’ means to use no more force than is needed.

Hanbury First School can use reasonable force to:

- Remove disruptive pupils 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 from 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 in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force will only be used by the staff at Hanbury First School after the following considerations have been made:

- The pupil’s behaviour and level of risk presented at the time of the incident
- The degree of force that needs to be used
- The effect it will have on the pupil and the member of staff
- The child’s age and educational needs.

The actions that are taken will be in line with current government guidelines on the use of reasonable force in schools.

Exclusion

In very rare circumstances the school may decide that exclusion is necessary. The Head teacher (or the Acting Head teacher) will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all of the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

If the Head teacher excludes a pupil, the parents will be informed immediately, giving clear reasons for the exclusion. Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body. In the case of permanent exclusion parents have the additional right to appeal to an independent appeal panel.

Roles and Responsibilities

The role of the Head teacher

It is the role of the Head teacher, under the Education and Inspections Act, 2006, 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 Head teacher to ensure the health, safety and welfare of all children in school.

The Head teacher will support the staff by implementing the policy, by setting the standards of behaviour, and by supporting the staff in the implementation of the policy.

The Head teacher will keep records of all reported serious incidents of misbehaviour.

The Head teacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti social behaviour, the Head teacher may permanently exclude a child.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that the class behaves in a responsible manner at all times.

The teachers at Hanbury School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The teacher treats each child fairly, with respect and understanding and enforces the classroom rules consistently and fairly.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him or herself in the appropriate manner. If misbehaviour continues, the class teacher seeks help and advice from the Head teacher.

The class teacher will liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Local Authorities Behavioural Support Service.

The class teacher reports to parents about the progress of each child in their class, in line with whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

In the classroom, the teacher will be expected to:

- Arrive before the children and begin on time
- Be prepared for the lesson
- Keep an attractive and tidy classroom
- Maintain interesting wall displays
- Deal with misbehaviour quickly and effectively
- In an emergency send a reliable pupil with a message to the head teacher or appropriate adult.

The role of the parent

Parental engagement is a powerful lever for raising achieving in schools. Where parents and teachers work together to improve learning and behaviour, the gains in achievement are significant (Do Parents Know They Matter: Harris and Goodall 2007)

The school works collaboratively with parents, so children receive consistent messages about how to behave at school.

We expect the parents to support their child's learning, and to cooperate with the school as set out in the Home – School Agreement. We will endeavour to build a supportive dialogue between the home and school and we will inform the parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially discuss the issue with the class teacher. If the concern remains, they should discuss the issue with the Head teacher. If these discussions cannot resolve the problem then the governing body should be approached.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.

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

Monitoring

The Head teacher monitors the effectiveness of this policy on a regular basis. He or she also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of serious incidents. The class teacher records minor classroom incidents. The Head teacher records those incidents where a child is sent to him or her on account of inappropriate behaviour. Records are also kept of incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any serious incident in an incident book and feedback to the class teacher where necessary.

The Head teacher keeps a record of any pupil who is suspended for a fixed term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: _____ Chair of Governors

Date: _____