



Bramley Church of England Primary School

Behaviour and Discipline Policy

APPROVED AND ADOPTED

Written by:

Date: January 2017

Governors Signed _____ Date: _____

Staff Signed _____ Date: _____

Next Review Date

September 2018

Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose Christian values of Love, Respect and Courage are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure to enable them to grow into Reflective, Resilient Learners ... Ready for the Future.

What we do to encourage good behaviour in Bramley:

- We make clear our expectations of good behaviour.
- We use three clear rules: Make the right choice, Use your words and turn it around.
- We encourage children to take responsibility for their own actions and behaviour.
- We praise and reward good behaviour both privately and publicly.
- We discourage unsociable behaviour by promoting mutual respect.
- We facilitate reflective discussion and provide the opportunity to *turn it around*.

The children's responsibilities are:

- to reflect Bramley values at all times
- to follow the school rules
- to work to the best of their ability and allow others to do the same

The parents' responsibilities are:

- to foster good relationships with the School
- to make children aware of appropriate behaviour in all situations
- to encourage independence and self-discipline
- to show an interest in all that their child does in School
- to support the School in the implementation of this Policy and commit to wider school values.
- to offer a framework for spiritual, moral, social and cultural education

The staff responsibilities are:

- to treat all children fairly and with respect.
- to respect each individual, including their culture and background
- to raise children's self-esteem and develop their full potential
- to provide a challenging, interesting and relevant curriculum
- to create a safe and pleasant environment, physically and emotionally
- to use rewards and sanctions clearly and consistently
- to be a good role model.
- to form good relationships with parents so that all children can see that the key adults in their lives, share a common aim
- to recognise that each child is an individual, and provide additional support as needed to address individual needs.

- to offer a framework for spiritual, moral, social and cultural education
- to keep accurate records of ongoing behaviour incidents

The Executive Headteacher's/Head of School's responsibilities are:

- to determine the measures on tackling behaviour with due regard to the law.
- to implement the policy and ensure all staff are aware of their responsibilities and are given appropriate training and support.
- to ensure that staff recognise any inappropriate behaviour incidents that may occur and know how to challenge behaviour issues within the guidelines of this policy.
- to ensure that staff are aware of expectations to support and guide in modification of inappropriate or unacceptable behaviours.
- to authorise all fixed-term exclusions to individual children for serious acts of misbehaviour, following guidance from the Local Authority.
- to act in accordance of the Exclusions policy and authorise permanent exclusion of a child, if repeated or very serious acts of behaviour occur. Such serious action is only taken after the Chair of Governors and LA have been notified.

The Governing Body's responsibilities are:

- to ensure that the school fulfils its legal responsibilities in the formulation of this policy and its appendices.
- to ensure related procedures and strategies are implemented.
- to review the policy principles with the Executive Headteacher to determine the measures that make up the school's Behaviour Policy and its appendices.

How do we reward good behaviour?

We recognise, praise and reward children for good behaviour in a variety of ways:

- we give positive feedback
- we consistently promote mutual respect between children and others
- we give attention for success, not failure
- children are awarded House Points in a range of ways (appendix B)
- we have weekly celebration assemblies
- Termly whole school Golden Time
- Gold, Silver and Bronze stickers
- Gold, Silver and Bronze House Point certificates
- In addition, those pupils who require individual Pastoral Support Plans (PSP) may have their own reward system

What are our Sanctions?

The School employs a number of sanctions as a consequence of negative behaviour, and to ensure a safe and positive learning environment. We employ sanctions appropriately to each individual situation. Children will;

- be reminded of the positive behaviour expected
- be given a verbal warning

- have their initials discretely written on the cloud and the class teacher will give them a target for the next 20 minutes to motivate/reengage. Their initials come off the cloud if they meet the target and respond in a positive manner.
- have their name written up on the board followed by a cross should they continue to make the wrong choices. Crosses add up and lead to reduced breaktime.
- be asked to move to a place nearer a member of staff, or to sit on their own.
- repeat a task.
- be isolated from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- be referred to a Phase Leader.
- be referred to an Assistant head
- be referred to the Head of School
- be referred to the Executive Headteacher.
- Further guidance can be found in appendix C.

The School does not tolerate bullying of any kind (see Anti-Bullying Policy - Appendix A). While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. If we do discover that an act of bullying or intimidation has taken place, we act immediately to limit the likelihood of any further occurrences of such behaviour. Though sanctions may sometimes be appropriate, we believe that it is also appropriate to give support and counselling to both the bully and the victim. In all cases the parents of both parties will be kept informed.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. The School has a separate 'Physical Intervention Policy'. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines and school policy on the restraint of children.

Severe Behaviour

If the incident is deemed serious and/or the safety of a child has been compromised, the Executive Headteacher or their representative will be advised immediately. In cases of severe behaviour parents will be contacted to discuss these issues and agree an action plan. For the majority of pupils, consequences of inappropriate behaviour are dealt with in school and no further action will be necessary at home.

Shared Responsibility: Classteachers, Team Leaders and SLT work together to identify pupils whose behaviour is regularly inappropriate or disruptive. When this is the case, a Pastoral Support Plan (PSP) is to be drawn up and shared with the parent. In addition, ABCC forms are completed to record incidents of poor behaviour. These are analysed in order to find patterns and reasons for such behaviour for it to be addressed. A Pastoral Support Plan may include;

- a home-school Behaviour Diary
- an Individual reward system
- a Behaviour Environment Checklist

- ABCC forms
- ELSA intervention
- External support

A reduced timetable

At all times, the school will have due regard to guidelines and the law as laid down by Hampshire County Council and the Department for Educational Services, and will consult with the necessary departments and outside agencies where appropriate, particularly if serious behaviour issues may lead to exclusion.

Staff will have access to EPS (Education Personnel Services) under Appendix 18 of Manual of Personnel Practice. These guidelines may be used when there are concerns about unacceptable behaviour from or between adults. Staff may also follow the County's Whistle Blowing Policy where required.

Fixed-term and permanent exclusions

Only the Executive Headteacher (or a member of staff acting as Headteacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. A re-integration meeting attended by the Head Teacher (or other designated members of staff), parent and pupil must be held before a pupil returns to school from a fixed term exclusion. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher (or a member of staff acting as Headteacher) excludes a pupil, the parents are informed immediately, and given reasons for the exclusion. At the same time, they make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The School informs the parents how to make any such appeal.

The Executive Headteacher (or a member of staff acting as Headteacher) informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher (or a member of staff acting as Headteacher).

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher (or a member of staff acting as Headteacher) must comply with this ruling.

Monitoring

The Head of School and Executive Head Teacher monitor the effectiveness of this policy on a regular basis and report to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The School keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents in the class file. Team leaders keep records of referred behaviours. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident to class teachers or team leaders accordingly.

The Executive Head Teacher keeps a record of any pupil who is excluded 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 four 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.

Appendix A – Anti – Bullying

What is bullying?

For the purposes of this policy, bullying is defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. The circumstances are often ones in which those being bullied find it difficult to defend themselves.

Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

Bullying can seriously damage a person's confidence and sense of self-worth, and may often cause them to feel that they are in some way at fault themselves. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm.

Bullying occurs for a variety of reasons. Specific types of bullying include:

- bullying related to race, religion, sex or culture
- bullying related to special educational needs (SEN), physical or mental disabilities and weaknesses
- bullying related to appearance or health conditions
- bullying related to sexual orientation
- bullying related to the circumstances of an individual's life outside the school.

Statutory duty of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Recognising bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lack of concentration or truanting from school.

Pupils must be encouraged to report bullying in schools.

All staff and other adults involved with the school or its activities must be alert to the signs of potential bullying and act promptly and firmly against it in accordance with school policy.

Implementation

There is no hierarchy of bullying. All forms of bullying are unacceptable and will be treated with equal seriousness.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached

- A clear account of the incident will be recorded and given to the Executive Headteacher (or a member of staff acting as Headteacher).
- A senior member of staff will interview all concerned and will record the incident
- class teachers will be kept informed
- Parents will be kept informed
- In the first instance an attempt will be made to resolve the problem by counselling all concerned (victims and bullies) in an appropriate manner
- Punitive measures may thereafter be used as appropriate and in consultation with all parties concerned
 - In the case of adults being bullied the matter should be taken directly to the Executive Headteacher or a member of staff acting as Headteacher (or if the complaint is against him/her, to the chair of governors). The appropriate parts of the above advice will be followed

Confidentiality

In general, all those involved in issues of bullying should expect conversations to be confidential to themselves and those mentioned above. However, the safety and well-being of individuals is of paramount importance. In some circumstances these could be compromised by a guarantee of absolute confidentiality. Therefore, no such guarantee should ever be given. Great sensitivity will need to be exercised in explaining this point if it arises.

Those who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience with a teacher or member of staff of their choice (or in the case of adults with an adult of their choice)
- Being reassured of support
- Being seen on a regular basis for a period after the incident to check on whether the action taken has been successful
- Being counselled on a personal basis for the purposes of restoring their self-esteem and confidence

Those who have bullied will be helped by:

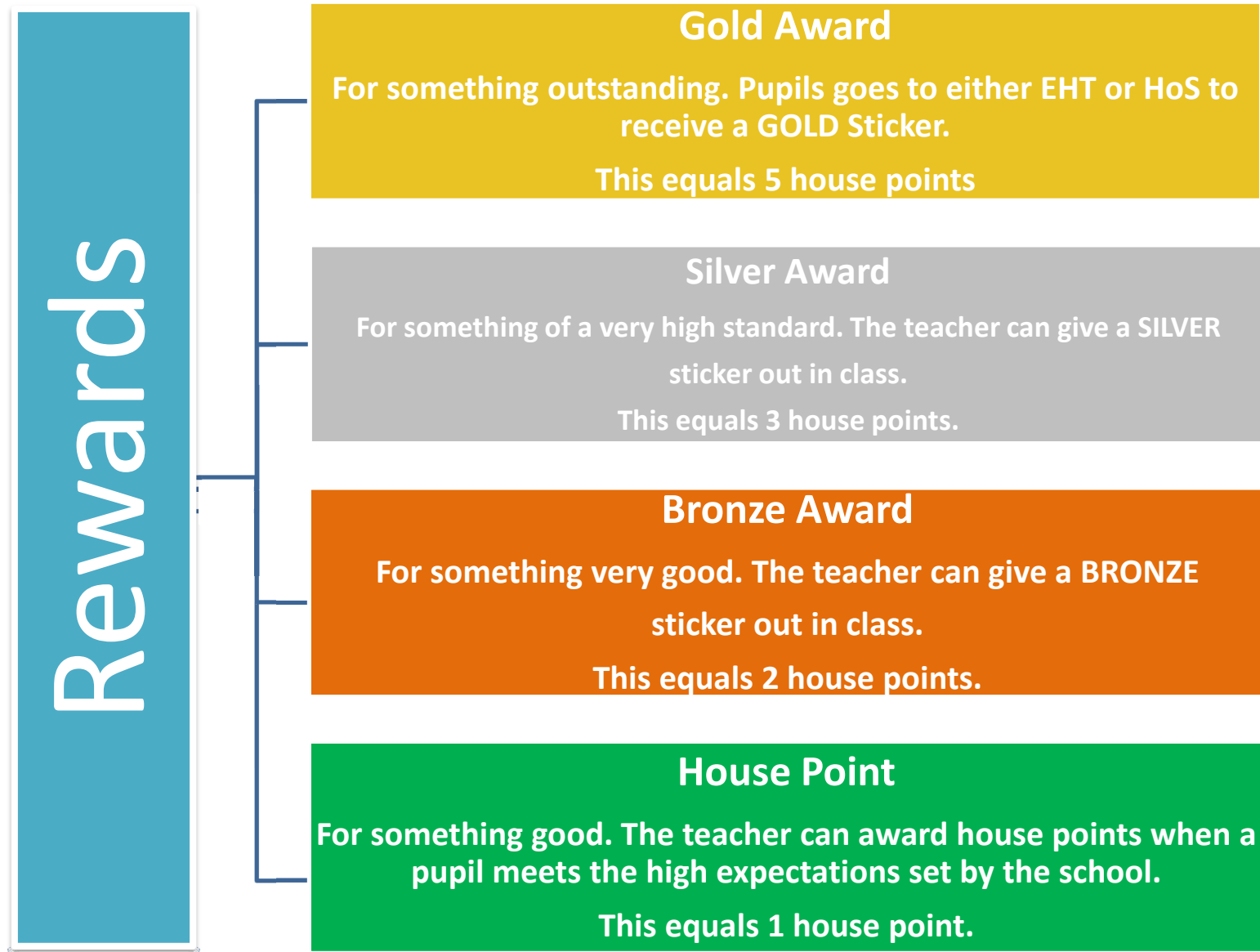
- A discussion of what happened
- A discussion of why the incident occurred
- Counselling as to the wrongness of bullying and the need for a change of attitude and behaviour
- The enlistment of parents or guardians to help and to reinforce the steps taken by the school

The following disciplinary steps can be taken:

- official warnings to cease offending
- time out
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Appendix B – Achievements and Behaviours that may invite reward*



Level 1	Level 2	Level 3	Level 4
a) Play fighting b) Talking when a teacher or another child is talking c) Interrupting/calling out d) Not following instructions e) Not listening f) Disrespecting property g) Not lining up correctly h) Wasting time during transitions i) Name calling	a) Not turning around level 1 behaviours b) Refusing adult direct instruction c) Swearing d) Being over-physical with a pupil e) Leaving class without permission f) Back chatting an adult g) Shouting at an adult	a) Not turning around level 2 behaviours b) Deliberate physical violence towards a child c) Physical violence to adults d) Deliberate discriminatory comments e) Bullying (on-going) f) Theft g) Vandalism h) Leaving the school without permission	a) Not turning around level 3 behaviours b) Repetitive extreme aggression towards other members of the school community
<div data-bbox="69 746 595 847" style="border: 1px solid black; padding: 5px; text-align: center;">First Warning (Verbal)</div> <div style="text-align: center;">↓</div> <div data-bbox="69 906 595 1059" style="border: 1px solid black; padding: 5px; text-align: center;">Second Warning – Initials on the cloud and 20 minute target set</div> <div style="text-align: center;">↓</div> <div data-bbox="69 1155 595 1326" style="border: 1px solid black; padding: 5px; text-align: center;">Failure to turn it around →</div>	<div data-bbox="607 746 1128 1145" style="border: 1px solid black; padding: 5px;"> <p>If a pupil fails to turn around level 1 behaviours or if they commit any of the above actions, they will be sent to speak to the Phase Leader. The sanctions may include:</p> <ul style="list-style-type: none"> • Miss a playtime or lunchtime • Time Out • Reflection Conversation • Work away from their classroom </div> <div style="text-align: center;">↓</div> <div data-bbox="607 1203 1128 1326" style="border: 1px solid black; padding: 5px; text-align: center;">Failure to turn it around →</div>	<div data-bbox="1142 746 1659 1326" style="border: 1px solid black; padding: 5px;"> <p>If a pupil fails to turn it around level 2 behaviours, or commits any of the above actions they will be sent to the Executive Head Teacher, Head of School or representative. The sanctions may include:</p> <ul style="list-style-type: none"> • Parents informed • Isolation • Fixed term exclusion including re-integration meeting. • Implementation of Home-School book or Pastoral Support plan. </div> <div style="text-align: center;">→</div>	<div data-bbox="1673 986 2190 1093" style="border: 1px solid black; padding: 5px; text-align: center;">Permanent exclusion</div>

+* Professional judgement will be used when determining sanctions

