

Update March 2018

BROADWAY
PRIMARY
SCHOOL

POSITIVE BEHAVIOUR & DISCIPLINE POLICY



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POSITIVE BEHAVIOUR & DISCIPLINE POLICY

Good behaviour is central to all we do at Broadway. High standards of behaviour are expected and promoted at all times. All members of staff set high standards and children are given clear guidance on what is expected of them.

Linked policies are Equality, Care and Control, Anti-bullying, E-Safety, Health and Safety, Safeguarding, Attendance, Learning and Teaching, Complaints Policy.

Strategies

Broadway 5 C's are promoted at all times by staff and children.

All staff set and expect high standards of behaviour both in lessons and at all other times they are with children, implementing consistent behaviour management strategies in their classroom and around school.

Every member of staff is held responsible for good behaviour of the children in their care.

An annual focus on bullying during national anti-bullying week, reinforced through PSHE throughout the year.

Staff involve parents at an early stage where a child is experiencing problems with behaviour.

Should poor behaviour persist, then staff will discuss it with a member of the SLT or Learning Mentor who will, if necessary, take it to the Headteacher.

Children whose behaviour is a concern will have a programme of support arranged for them. The class teacher, parents and the child themselves are all actively involved in this process.

When there is a serious problem with a child's behaviour, the Headteacher, SENCO, and Learning Mentor involve outside agencies and implement systems to support the child and their family.

If a child behaves in a way that could be perceived to be bringing the school into disrepute whilst outside the school day, then the school will deal with this in accordance with the behavioural policy.

In extreme cases, a child's bad behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the Headteacher in accordance with the school's Behaviour Policy and the DFE's Guidance on Exclusions from Schools.

Behaviour Procedures and Guidance

Children in Foundation Stage will be gradually introduced to the behaviour management system at a rate deemed appropriate to the cohort.

At the beginning of each academic year, every class composes a class charter. The children decide upon the way in which they would like their classroom to function and consequently come up with guidelines for behaviour, in order for their class to work effectively.

Our aim is for all children to be able to self-regulate the behaviour choices they make. To help them achieve this, we use a fair, clear and consistent system, which is linked to rewards and sanctions. Actions and consequences are reinforced at every level. It empowers both children and adults to work together to ensure that behaviour is right for learning and life at all times. The system is followed by all, at all times.

Rewards:

House System and House Points

- There are four houses in school. They are Alden, Cribden, Holcombe and Musbury. The pupils and staff are divided into one of the four houses.
- House points are awarded to pupils for the use of 5C's (care, cooperation, concentration, consideration and courtesy).
- House points are totalled every Friday and the weekly winners are announced in Monday assembly. The house shields are then placed in winning order on the hall display board.
- Every term the house with the most points for that term will be presented with the house cup which will display their house ribbons for the coming term.
- Each classroom will display a laminated 'House Point Table' for each of the houses. The table will contain the names of the pupils in that class who belong to each house.
- Teachers and students will record their house points on the table during the week.
- On Friday afternoon, Two House Point Captains will go to every class and collect the house point totals for that week using a record book produced by the school. House Captains then take the record to the School Business Manager.
- School Business Manager records the weekly totals on the School Newsletter.

School Merit System

- Blue Merits are awarded to children for any examples of good behaviour or to reward good work.
- Blue Merits for each class are distributed at Thursday's Assembly.
- Further Blue Merits are distributed during the class assembly on Friday.
- Staff to issue no fewer than 10 Blue Merits per school year.
- Children may collect their Blue Merits over time in order to achieve a further reward. Should a child submit a total of ten Blue Merits to the school office, they will receive a *Gold Certificate* at an upcoming Parents' Assembly to which their Parents/ carers will be individually invited.
- Office staff stamp received merits with a date stamp and return the merits to each child.

Sanctions:

Traffic Light System

- Every class has a traffic light system in place for behaviour management.
- At the beginning of each day all the pupils' names are placed in the green section of the traffic light.
- Staff then have the option to move children up the traffic light system should they display behaviour which contravenes the 5c's
- The sequence for moving up the Traffic Light System is as follows – Green – Black – Amber – Black – Red. This gives children a total of three chances to correct their behaviour before they move onto Red.
- If a child moves from Green they will miss two minutes of 'Golden Time' which is scheduled for the end of the half term.
- Children can be moved down the traffic lights should their behaviour improve; however, once a child is on Red, they can't be removed from the stage until the next day.
- All children who are moved to the Red area of the traffic lights will miss morning playtime.
- Teachers have the right to move children immediately to the Red area should their behaviour be so serious that it merits the punishment. For example, incidents of physical or verbal abuse are considered so unacceptable at Broadway that immediate sanction is required.
- Should a child find themselves detained in the meeting room on three or more occasions during the half term, parents will be notified either via letter or contact from the Headteacher.
- Teachers will promote the value of Golden Time at the start of the half term by discussing with pupils the reward on offer for those who display behaviours in line with the 5c's.
- Teachers will discuss the 5c's and how they relate to the school rules every half term.
- Should the traffic light system fail to manage the behaviour of an individual child, the child will be referred to the SENCO and the Learning Mentor to investigate further Behaviour Management Strategies. This will be done in conjunction with parents.
- In the Reception class, the traffic light system is used in the same way; however, children who move from green, are asked to sit out of activities for two minutes to reflect upon their behaviour rather than waiting for Golden Time at the end of the half term.

Internal exclusion (isolation):

An internal exclusion is:

- the child is taken out of class with work to do alone (supervised by SLT/LM/)
- no playing out

- eating lunch away from other pupils
- kept isolated as far as possible from all other pupils
- dropped off and picked up by adult from the main door
- exclusion from clubs/trips/sports events/special events during this time.

Reasons for receiving an internal exclusion may include: outright refusal to staff; running off/locking selves in toilet etc; violent/abusive behaviour; persistent bullying (physical/verbal); any behaviour considered disruptive or dangerous (discretion of the SLT).

Lunch time

Lunch time is structured carefully to ensure that all children enjoy their own personal time. However, we recognise that some children can struggle to display positive behaviours at all times and appropriate measure will be taken to accommodate them:

- the child may have to go in detention with the head., who will use a restorative approach to help change behaviour (parental consent is not required for detention).
- in extreme cases the child may be required to go home for lunch.

Exclusion Criteria

At the same time though, it is vital we consider and ensure the safety of the rest of the school community as well as its physical, emotional, mental and spiritual well-being.

Only the Headteacher, or a member of staff acting in that capacity, can exclude a child.

The reason for exclusion has to be so serious that this merits the child being off-site for either a fixed term exclusion or, in very serious circumstances, permanent exclusion. Permanent exclusion is usually a final resort.

The reasons for a Fixed Term exclusion may include:

- Physical harm to another child, which necessitates medical attention
- Persistent bullying
- Persistent racist behaviour
- Actual serious damage to school property
- Assault or verbal abuse of staff
- Persistent disruptive behaviour to peers in class (preventing learning taking place) or at playtimes for which all other methods of reforming of attitude have been exhausted
- Carrying or bringing into school something which can cause harm to another person

The exclusion procedure is laid down by specific guidelines and includes informing the child's parents, Chair of Governors and Lancashire Education Authority.

Fixed Term:

If a pupil accrues 2 internal exclusions in that academic year they may then receive a fixed term exclusion on the next occasion (length determined by SLT).

The following will also be triggered if not already in place:

- CAF • Referral for behaviour support
- Referral to Children's Social Care (CSC)
- Early Intervention referral
- Referral to School Nurse
- Referral to Educational Psychologist

A permanent exclusion may result from:

- Serious physical harm to another child, which necessitates medical attention.
- Abusive, bullying, threatening or violent behaviour towards a member of staff or a pupil.
- Continuous disruption to the learning of classmates, which seriously impinges upon the learning of peers.
- Uncontrollable rages that could, potentially, put others in danger. There may be other instances in which this sanction becomes necessary but the school would undertake to have a dialogue with the Local Authority before taking any such action relating to permanent exclusion.

A permanent exclusion can be given immediately in the event of an assault on members of staff; extreme violence to pupils; destruction of school property; any other situation considered appropriate (discretion of the SLT).

Preventing bullying (See Anti-Bullying Policy)

School has an anti-bullying policy details how bullying is dealt with when identified. The following statement makes it clear what bullying is:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many

forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Power to use reasonable force

Techniques are used to diffuse difficult situations before resorting to reasonable force.

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) 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.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) Schools generally 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 by the arm out of a classroom.
 - '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.
- 5) 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?

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

2) In a school, force is used for two main purposes – to control pupils or to restrain them.

3) 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.

4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools 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 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.

The policy allows reasonable adjustments for disabled pupils and pupils with special educational needs.

Use of reasonable force is considered a last resort.

Complaints procedure

The school policy regarding complaints or allegations against staff members is available on the school website.

Roles and Responsibilities

The Governing Body is responsible for setting general principles that inform the behaviour policy. It is their responsibility to consult with the Headteacher, school staff, parents and pupils when developing these principles.

Headteacher

The Headteacher decides the standard of behaviour expected of pupils at the school and how that standard will be achieved.

The Headteacher is responsible for publicising the school policy, in writing, to all stakeholders.

School Staff

All school staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable (see Appendix A).

Parents

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parents.

Parents must take responsibility for their child, if excluded and ensure that they are not in a public place without good reason during school hours within the first five school days of exclusion.

Parents must ensure that their child attends the suitable full-time education provided by the school Governing Body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed term exclusions.

Pupils

The pupils should accept responsibility for their own choices and actions.

The pupils should respond appropriately to any reasonable request or instruction made to them by any adult in school.

Pupils should complete all assigned work within an agreed timeframe.

Pupils should follow the class charter, that they helped to create and then signed.

Appendix A

We recognise that some children can struggle to display positive behaviours at all times and, in these cases, the following flow chart is followed:

3 incidents in a day (low level behaviour)



Teacher talks with parents.

Possible consequences for child:

- Miss some/all of play time
- Stay in with teacher to finish work
- Miss morning play times (child will sit in the classroom with a member of staff)
- Spend time in another classroom



If no improvement seen



Teacher to inform the Head, who may call the parents.

Possible consequences:

- Internal exclusion
- Placed in another class
- Put on a behaviour plan
- Outside agencies may be involved
- CAF (Common Assessment Framework) may be instigated
- Managed move to another school



If there is a serious incident



Possible consequences:

Fixed term exclusion

Permanent exclusion

Outside agencies involved

At the beginning of every day children get a 'fresh start'.

Examples of low level behaviour: (Amber)

- answering/arguing back
- not following instructions
- deliberately 'winding up' others
- minor bad language/name calling
- unsafe behaviour
- accidental damage (depends what action caused this)
- off task
- talking/disrupting others
- telling lies (with evidence it is a lie!)
- interrupting
- silly noises
- out of seat/wandering
- work avoidance
- manipulative behaviour eg excluding others
- chewing things
- throwing things eg rubbers
- fiddling
- inappropriate touching/poking
- hair pulling
- general silliness
- chair swinging
- not looking at who's talking
- competitive aggression.

Types of behaviour that are classed as serious and result in the immediate involvement of the Head: (Red)

- defiance/refusal
- verbal abuse – to peer/adult
- homophobia
- racism (must be reported to local authority)
- purposeful damage
- stealing
- physical abuse – to peer/adult
- bullying – under no circumstances will physical, verbal or emotional bullying be tolerated (see Anti-bullying Policy)
- assault
- running off
- damage to property
- verbal abuse to staff
- verbal abuse to children
- furniture throwing
- threatening behaviour
- leaving school premises

This is a list of examples and is by no means exhaustive.

The school will take into account the circumstances that lead up to some of these incidents. Whilst some circumstances are not an excuse for a child's behaviour, they can give us a more rounded and informed view of what the child is experiencing, maybe outside of school, and how this is impacting on their behaviour. The incident form will note any information that could be a reason for some of the behaviours seen in the child.