

Consett Infant School



Behaviour and Discipline Policy

September 2021

1 Aims and expectations

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 and well irrespective of gender, race or creed. We are a caring community, whose values 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.

The school has a number of class and school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping **everyone** to learn. This policy supports the school community in aiming to allow **everyone** to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and **all** staff apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good, positive behaviour, rather than merely deter anti-social behaviour.

2 Rewards and punishments

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

- staff congratulate children;
- staff give children class points, credit slips and stickers;
- teachers may give individual rewards;
- each week we nominate a child from each class to receive a 'Star of the Week' and "Diamond Power" award for something they have excelled in;
- awards are presented in the school celebration assembly;
- we distribute merits and star cards to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- all classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.

The school acknowledges all the efforts and achievements of children, both in and out of school. Information regarding pupil achievement out of school, for example, music or swimming certificates etc will be celebrated during Whole School Assemblies.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. We model our behaviour and discipline strategies largely on “Assertive Discipline” techniques and approaches.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. We also make use of a happy/sad coloured face system operational during lessons and causing the minimum amount of disruption to lesson flow.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her using a ‘warning scale’. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher stops the activity and requests assistance from learning support staff/Head Teacher preventing the child from taking part for the rest of that session. The child may be moved out of class for some ‘time-out’ in the company of an appropriate adult.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is spoken to and asked to apologise. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child’s parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Incidents of cyber bullying are recorded and dealt with in a similar manner.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom rules, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during ‘circle time’/PSHCE discreet curriculum time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free

from fear. Anti-bullying is a regular theme for circle time/SEAL/PSHCE and assemblies.

Legal Context:

In school and education settings Section 93 of the Education and Inspections Act 2006 allows the use of reasonable force;

In all cases the use of Restrictive Physical Interventions has to be justified by there being;

- The likelihood of injury to the child or young person, or
- The likelihood of injury to others,

In addition to this guidance the 'Behaviour and discipline in schools, Advice for head teachers and school staff' (July 2013), document states that reasonable force may be used:

- to prevent the committing of any offence
- injuring themselves or others
- damaging property
- to maintain good order and discipline.

Consett Infant School will use reasonable force in accordance with the DfE guidance 'Use of reasonable force, Advice for head teachers, staff and governing bodies' (July 2013):

- Reasonable force will be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In Consett Infant School, reasonable 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 will always depend on the individual circumstances.

Consett Infant School will not use force as a punishment - it is always unlawful to use force as a punishment.

Consett Infant School use Team Teach as its approach to behaviour management. Team Teach is a positive handling framework that is used to help develop the diversion, diffusion and includes de-escalation techniques. It is recognised that in 95% of challenging situations de-escalation can be used positively to eradicate the need for restrictive physical intervention. When restrictive physical techniques are required Team Teach methods are always applied.

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”. (George Matthews – Director Team Teach)

It is recognised that not all students will respond to the same methods but staff will not adapt any of its methods to accommodate varying needs. This does require a high level of staffing, which the School recognises and acknowledges. No staff will attempt to use any of the holds unless they have been trained and have undergone successful verification.

All staff trained will respond according to the needs of the student, that is if a student’s behaviour is de-escalating so will the level of physical intervention applied de-escalate.

The Team Teach materials can be accessed by those trained through their website which provides information about the physical intervention methods. These are selected according to student needs and identified on their behaviour programme which is written in agreement with parents/guardian.

The aims of Team Teach are fully embraced by Consett Infant School :

- To promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.
- To enable services to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach.
- To reduce the amount of serious incidents involving physical controls in all settings and to emphasise the importance of exhausting behaviour management strategies in the first instance.
- To increase the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling.
- To provide a process of repair and reflection for both staff and children.

3 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 their class behaves in a responsible manner during lesson time.

The class teachers in our 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 class teacher treats each child fairly and enforces the classroom and school rules consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on a Behaviour Tracking Sheet. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.

In certain circumstances, the class teacher liaises 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 education welfare officer or LA behaviour support service.

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

4 The role of the head teacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, 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 the school.

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

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term exclusions 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. Both these actions are only taken after the school governors have been notified and all other co-operative and collaborative options have been explored and/or exhausted.

5 The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Often we use Home/School Booklets to show the child we are all working together to help him/her.

We explain the school rules in the school prospectus and in our Home/School Agreement and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

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 then head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 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 and discipline 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.

7 Fixed-term and permanent exclusions

Only the head teacher (or the acting head teacher) 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. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes 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 head teacher ensures that homework is set during such exclusions.

The head teacher 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 head teacher.

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 head teacher must comply with this ruling.

8 Behaviour outside of school

If a situation is brought to the attention of the school that is serious enough to warrant discipline then pupils may be disciplined for bad behaviour outside of school even when they are not in the charge of school staff. This will be done in agreement with the parents/carers.

Pupils will be reminded of the part they play in the community and that it reflects badly on the school name.

9 Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports 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. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: all staff log incidents of bullying and give written details of any incident to the head teacher.

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.

10 Review

The governing body reviews this policy every two years. They 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.

September 2020

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.