

BATTLE HILL PRIMARY SCHOOL

Behaviour and Discipline Policy

Developed by: Miss R Jobey September 2021
Date adopted by Governors and Staff: September 2021
Reviewed: October 2023
Next Review Date: October 2024

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy

- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

Introduction

This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour. It contains our policy on exclusions.

We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.

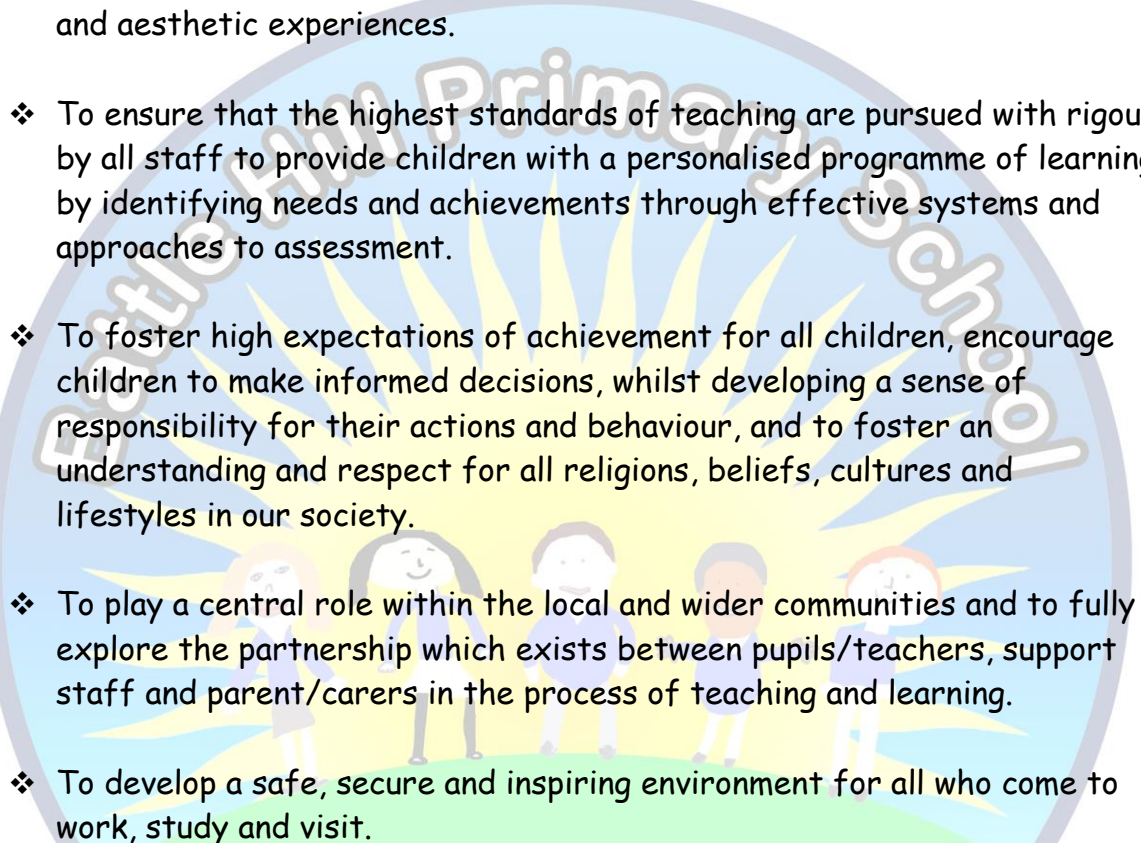
Behaviour, which in any way, disrupts learning, is unacceptable in our school, and through constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

Aims and objectives

It is a primary aim of Battle Hill Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our school values statement confirms our commitment:

- ❖ For children, parents, staff and community work in partnership to empower and enable each individual to fulfil their potential as lifelong learners.

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- ❖ To foster mutual respect and co-operation, embrace diversity and encourage each individual to have high academic and social expectations.
 - ❖ To provide visionary, strategic and purposeful leadership, with efficient and effective management in all areas of school life.
 - ❖ To offer equal access to stimulating, challenging curriculum that is enriched through a range of spiritual, moral, intellectual, physical, cultural and aesthetic experiences.
 - ❖ To ensure that the highest standards of teaching are pursued with rigour by all staff to provide children with a personalised programme of learning by identifying needs and achievements through effective systems and approaches to assessment.
 - ❖ To foster high expectations of achievement for all children, encourage children to make informed decisions, whilst developing a sense of responsibility for their actions and behaviour, and to foster an understanding and respect for all religions, beliefs, cultures and lifestyles in our society.
 - ❖ To play a central role within the local and wider communities and to fully explore the partnership which exists between pupils/teachers, support staff and parent/carers in the process of teaching and learning.
 - ❖ To develop a safe, secure and inspiring environment for all who come to work, study and visit.

School Rules

The school follows a system of 'Assertive Discipline', which embodies the idea of setting firm limits which are enforced fairly and consistently while using a great deal of positive reinforcement.

Key elements of Assertive Discipline for Staff:

- ✚ Staff must always know what they want the children to do. This refers to knowledge, skills, processes and presentation, in addition to staff's expectation of behaviour.
- ✚ Staff must not tolerate inappropriate behaviour from any child for any reason. The individual child must find other means for dealing with his/her problem. If his/her self-esteem is raised sufficiently, he/she will find that means.
- ✚ Children have the right to expect a positive environment in which efforts and achievements are recognised and rewarded.

Staff must make sure they do not enter a room concentrating on the troublemakers. They must go in prepared to praise every individual who meets the standards set.

- ✚ Staff have the right to ask for assistance from parents and senior management staff. The better we know the parents, the more co-operative they will be.
- ✚ Rewarding children is vital to the success of assertive discipline. Verbal praise and encouragement give the minute by minute re-enforcement needed.

Staff must consistently remind the children they have a choice. They can all behave at some time. They choose to behave or misbehave and in doing so they reap the rewards or face sanctions.

The five school rules provide a framework of expected behaviour. We expect children to follow these simple rules and they are rewarded by doing so. All children are made aware of the rules through assemblies, PSHE sessions and classroom displays.

- Follow instructions first time
- Respect other people's feelings and property
- Walk around school quietly and sensibly
- Do not disturb others
- Come to lessons properly equipped

In addition, class tribes devise and agree their own codes of conduct which are displayed in their classrooms.

The school has these five simple rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships,

so that people can work together with the common purpose of helping everyone to learn.

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

We aim to treat all children fairly and to apply this behaviour policy consistently.

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

The school aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and sanctions

Following the school rules is recorded at the end of each session by staff in class.

Session 1 8.45am - 10.30 a.m. (KS1) 8.45am - 10.15am (KS2)

Session 2 10.45am - 12.00pm (KS1) 10.30am - 12.15pm (KS2)

Session 3 1.00pm - 3.15pm (KS1) 1.30pm - 3.15pm (KS2)

Class teachers keep their own up-to-the-minute picture of the reward state for each child. Sanctions will be used when the child has failed to meet the rules displayed on the classroom walls. The system to be followed is:

SANCTION 1: Name on the board, without comment, for breach of school rules. This means the lesson is not interrupted and the child is not rewarded with attention.

SANCTION 2: Within each session, if there is further breach of rules, the name is ticked. The child will miss the appropriate playtime.

SANCTION 3: If there is another incident (and another tick) within a teaching session, a cause for concern will be raised on CPOMs and relevant staff (Learning Mentor) alerted. The child will be spoken to by the Learning Mentor or member of the Senior Leadership Team and appropriate further action will be taken, with parents generally informed by telephone.

The board is cleared after each session, so the children have a fresh start.

When Sanction 3 has been reached 3 times and after consultation with the class teacher, a letter will be sent home requesting parents to visit the school to discuss their child's behaviour.

Rewards

- Staff praise children verbally for considerate, positive behaviour in such a way as to underline its value to our school. The value and impact of verbal praise cannot be underestimated.
- Staff devise reward systems for their children, for example table points and class rewards.
- Pupils are nominated by staff to be 'Pupil of the Week' and are rewarded in celebration assemblies.
- All adults in school carry stars and when pupils demonstrate they are a good 'Battle Hill citizen' they are given stars to add to their class 'Star in the Jar'. Three trophies are given out every week to the classes with the most stars. At the end of each term, the class with the most stars, will receive a special reward.
- Golden Table - Children who behave during lunchtimes, could be chosen to have lunch at the Golden Table with other pupils and a member of staff.

DISRUPTIVE OR VIOLENT BEHAVIOUR

There may be instances of extreme behaviour where immediate action by a senior member of staff will short-circuit all of the above and parents will be called immediately. Violence towards another child or to an adult, and obscene or offensive language would be considered to be examples of extreme behaviour. The school employs a number of sanctions to ensure that all children comply with the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual learning situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them to either move to a place nearer the teacher, or to sit on their own.
- 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. If a child misbehaves repeatedly, we isolate the child from the rest of the

class until he/she 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 member of staff stops the activity and prevents the child from taking part for the rest of the session.
- If a child threatens, hurts or bullies another pupil, the member of staff records the incident and takes appropriate action in accordance with the school bullying policy. 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.

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 (refer to Bullying Policy).

The use of force to control or restrain pupils:

The Education Act 1996 forbids corporal punishment, but in very extreme circumstances school staff have the legal power to use 'reasonable force' (an action that involves some degree of physical contact with a child) when some form of control or restraint is necessary to prevent children from:

- Committing an offense
- Causing personal injury to themselves or others or damaging the property of themselves or others.
- Prejudicing the maintenance of good order and discipline at the school or among pupils receiving education at the school, whether during a teaching session or otherwise.

In line with the government guidance, the use of reasonable force would only be used as a final strategy if other de-escalation techniques were failing to contain an incident and a situation incident has resulted in the use of reasonable force. A record of incident is kept by the Learning Mentor.

The power to search and confiscate

In line with the government guidance, staff are entitled to search pupils without consent, where it is believed that he or she is in possession of a

prohibited item and will comply with statutory guidance in carrying out such searches. Prohibited items can be defined as 'any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property of any person.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to discipline within the school.

The use of exclusion

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude pupils in line with the statutory guidance.

If an internal exclusion is given, the child will be given work by their teacher and will work away from other children supervised by a member of staff.

Exclusion from school will only be used in circumstances where a serious incident has occurred, usually where the safety of one or more pupils, or staff is compromised. All exclusions from school are reported to the Local Authority in line with their guidance and Department of Education guidance is followed and consulted for advice. Governors are informed of exclusions and will become involved in appeals made by parents against decisions to exclude.

Signed: *Miss R Jobey*

Date: October 2023

