

# BATTLE HILL PRIMARY SCHOOL

## Behaviour and Discipline Policy

Developed by: <b>Miss R Jobey September 2021</b>
Date adopted by Governors and Staff: <b>September 2021</b>
Reviewed: <b>November 2024</b>
Next Review Date: <b>November 2025</b>

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 also 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.

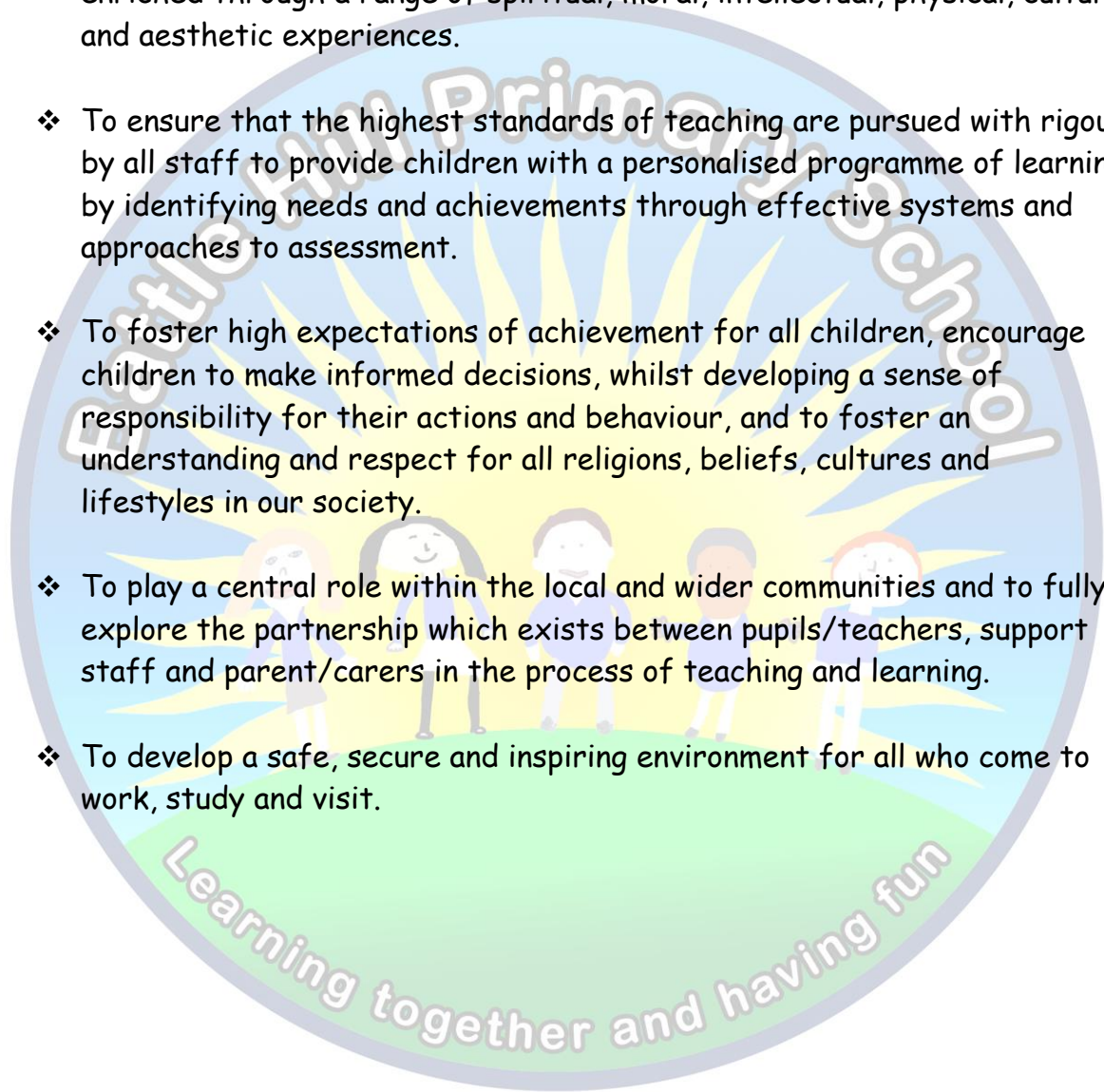
## **Aims and objectives**

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.

- ❖ 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.



## Key elements of Battle Hill Primary School's Behaviour and Discipline Policy for Staff (in-line with EEF research and guidance)

### Proactive

#### 1. Know and understand your pupils and their influences

- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

#### Supporting Behaviour Management Strategies

EMR is a framework that focuses on staff building effective relationships with pupils. It divides relationships into three stages: the Establish Stage, the Maintain Stage and the Restore Stage. The model focuses intentionally on the children with whom it might be most difficult to connect with.

	Establish	Maintain	Restore (R <sup>3</sup> )
Definition	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection &amp; understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i>
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R <sup>3</sup> = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

## 2. Teach learning behaviours alongside managing misbehaviour

- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

Using elements of our PSHE scheme we create a class charter. Class tribes then discuss and adapt their class charter to personalise.

Our behaviour and discipline policy is underpinned by our core values of Respect, Resilience and Responsibility

Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.

Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.

Self-regulated learning can be broken into three essential components:

- cognition - the mental process involved in knowing, understanding, and learning
- metacognition - often defined as 'learning to learn'; and
- motivation - willingness to engage our metacognitive and cognitive skills.

### How metacognition is implemented at Battle Hill Primary School:

- Self-regulation and metacognition strategies work through learners monitoring and evaluating their own learning strategies. Some necessary components for successful metacognitive strategies include:
- Explicit teaching of metacognitive strategies
- Teachers modelling their own thinking to demonstrate metacognitive strategies
- Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties.
- Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy.

### 3. Use classroom management strategies to support good classroom behaviour

- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy

#### 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' by following our core values, Respect, Resilience and Responsibility, 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 half 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.
- Staff praise children verbally for considerate, positive behaviour, the value and impact of verbal praise cannot be underestimated.
- Staff devise class reward systems for their children, for example table points and class rewards.
- Parents will be informed regularly regarding their child's positive behaviour.

#### Rewards in Early Years

- Children will receive a star at the end of each day if they follow the rules. If they get a star everyday, then they will receive a certificate on a Friday.

#### Sanctions

Non-compliance of school rules is recorded at the end of each session by staff in each class.

Session 1 8.45am - 10.35 a.m. (KS1) 8.45am - 10.15am (KS2)

Session 2 10.50am - 12.00pm (KS1) 10.30am - 12.15pm (KS2)

Session 3 1.00pm - 3.15pm (KS1) 1.15pm - 3.15pm (KS2)

The system to be followed is:

- **SANCTION 1:** Name on the board for breach of school rules.
- **SANCTION 2:** Within each session, if there is further breach of rules, the name is ticked. The child will miss the appropriate playtime. (Time depending on age of child). The parent/carer of the child will be informed at the end of the day. Either face to face or via School Comms.
- **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, including Senior Leaders and the learning mentor will be alerted. The child will be spoken to by the Learning Mentor (or member of the Senior Leadership Team when the Learning Mentor is not available) and appropriate further action will be taken, with parents being informed by telephone by the Learning Mentor.

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 with the Learning Mentor or a member of the Senior Leadership Team.

#### 4. Use simple approaches as part of your regular routine

- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

## Reactive

### 5. Use targeted approaches to meet the needs of individuals in your school

- Universal behaviour systems are unlikely to meet the needs of all your students.
- For pupils with more challenging behaviour, the approach should be adapted to individual needs. In these cases, individual behaviour plans will be put in place and shared with pupils and parents/carers. In more specific cases, risk assessments may be appropriate.
- Designated staff are trained in specific strategies for supporting pupils with high behaviour needs.

There may be instances of troublesome or more 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 adult, obscene or offensive language or disrupting learning, would be considered to be examples of troublesome or more 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 is maintained. We employ each sanction appropriately to each individual learning situation.

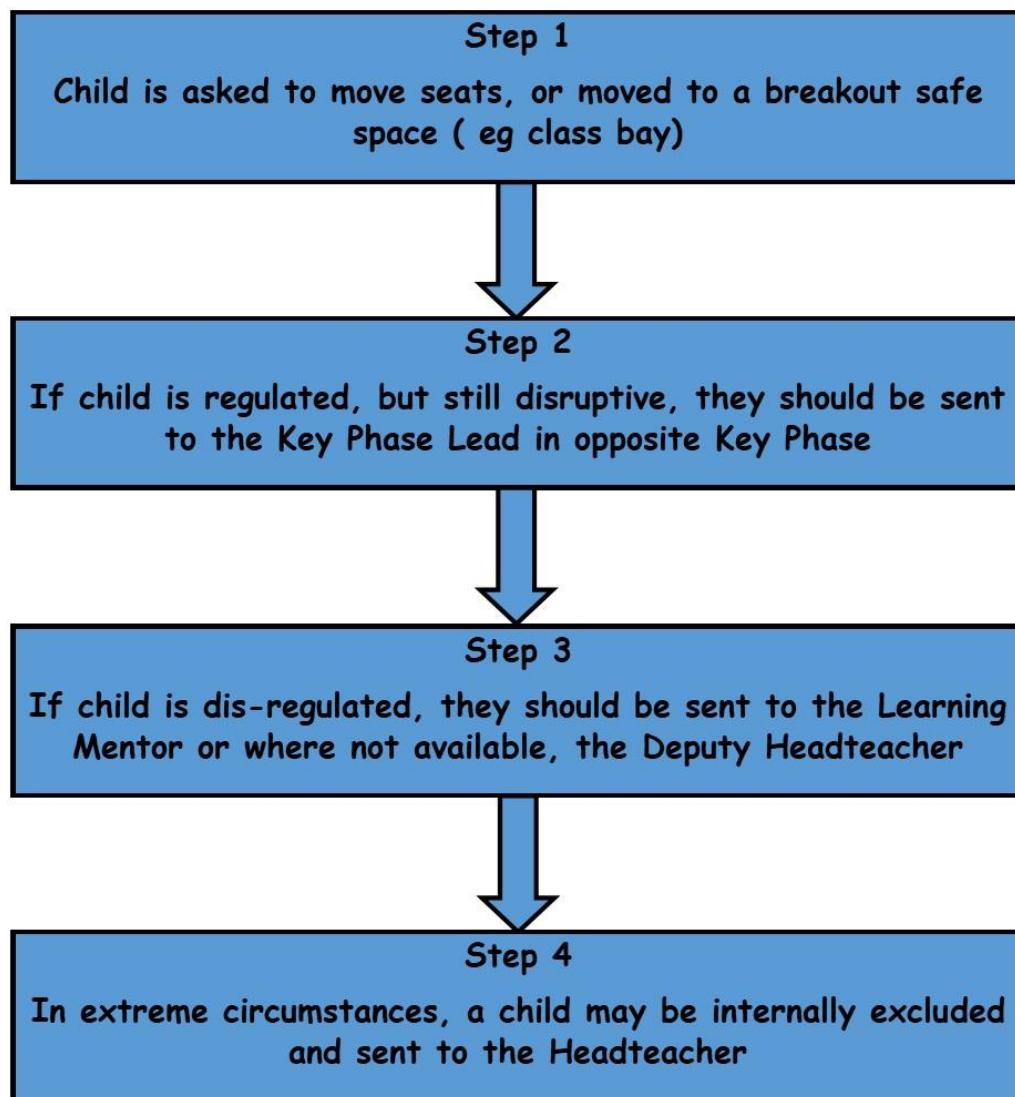
- We expect children to listen carefully to instructions in lessons.
- We expect children to try their best in all activities.



Learning together and having fun



Flowchart outlining steps to take when dealing with troublesome or more extreme behaviours:



ing together and have

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 positive handling to control or restrain pupils:

The Education Act 1996 forbids corporal punishment, but in extreme circumstances school staff have the legal power to use 'positive handling' (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 positive handling would only be used as a final strategy if other de-escalation techniques were failing to contain an incident. A record of any incident where positive handling has had to be used, is recorded on CPOMS.

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.

### Implementation

#### **6. Consistency is key**

- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Signed: Miss R Jobey

Date: November 2024

