Behaviour and Discipline Policy

Policy Title	Behaviour and Discipline Policy
Statutory	Yes
Policy Version	4
Policy Author	Mrs A Majcher
Approved By	FGB June 2020
Date Ratified	June 2020
Review Period	Annual
Next Review Period	Summer 2021 or as required by new COVID guidance
Distributed To	All staff and governors
To be published on website	Yes
Changes to this policy	Seesaw replaces postcards both in main policy and Appendix A. Use of Bound Book added to The Management of Disruptive Behaviour. CPOMS replaces the incident folder. Additional Appendix of Covid specific home school agreement V1.2 included. Update of wording in behaviour bands
This policy has been impact assessed against race, gender and disability and no adverse impact has been identified.	

The vision for our school is:

To be an outstanding school in which the unique abilities of our children are recognised and where each and every child achieves his or her full potential through excellent teaching, learning, and the support of the wider community. This policy should be read in line with our Equality and Cohesion Policy.

We will achieve this by:

- Being a sensitive, caring and happy school.
- Providing a stimulating, safe and structured learning environment.
- Employing good or outstanding teachers and support staff.
- Encouraging every pupil to have a positive self-image and to respect others.
- Equipping pupils with the skills, knowledge and understanding to stay safe and healthy and to achieve to the best of their ability.
- Providing extra pastoral care where needed.
- Encouraging positive attitudes to their learning and personal development.
- Expecting high standards of behaviour and reconciliation.
- All incidents of poor behaviour including bullying will be treated through this policy. See Appendix B for our definition of bullying.
- Deal with situations quickly, whenever possible, to reduce disruption to learning and avoiding any member of our school community going home with a possible threat of censure still "hanging over his/her head".
- Fostering a positive partnership between home, school and the wider community.
- Ensuring that all pupils have access to the curriculum regardless of race, ability, religion or gender.

RATIONALE

In keeping with our school values, where everyone is respected and everyone's needs are regarded as important, we will endeavour to uphold the dignity of the children placed in our care. We treat the children with respect and courtesy, with the expectation that these values will be reciprocated to all members of our school community.

AIMS

- To define acceptable standards of behaviour
- To encourage a consistent response to both positive and negative behaviour, and to ensure that expectations and strategies are applied consistently.
- To encourage involvement of both home and school in encouraging high standards of behaviour.

WHAT IS GOOD BEHAVIOUR?

Below are examples of behaviours that support and promote the school values:

- Moving around the school safely and quietly
- Showing respect to each other
- Respecting and looking after school equipment
- Completing work to the best of your ability
- Working collaboratively

REWARDS AND SANCTIONS

Our priority is to praise and encourage good work and behaviour in the school. Work may be rewarded with merits and any children with exceptional pieces of work in terms of effort, progress, or content could be referred to the head teacher for affirmation and further merits.

Awards are presented in recognition of positive aspects of school life:

- The accumulation of merits by a child can lead to the presentation of a bronze, silver, gold or platinum certificate during a whole school assembly.
- Certificates are awarded to children whose work is displayed on the “good learning” board.
- There is an on-going head teacher’s award for a whole class whose good behaviour and positive attitude has been noticed.
- Cherry Jam Attendance Jars to encourage good attendance.
- Children show their excellent work to the deputy head, inclusion manager or head teacher.
- See Saw is used to highlight a child’s achievement.
- Teachers may also put into place their own systems for rewarding effort and readiness to learn.

To promote a high standard of behaviour, and positive attitudes to learning each class have a chart which enables children to see how successful they are being throughout the day. The chart is displayed at the front of the class with each child having a peg with their name on it which can be moved up on down on the scale. The aim is that rewards and sanctions are clear and are applied consistently throughout the school.

The chart includes the following steps:

- Outstanding Pupil
- Superstar Behaviour
- Excellent Choices
- Ready to Learn
- Think about it
- Reflection

All pupils will start the day on Ready to Learn and will move up for consistent positive behaviour. Should a pupil need to move down the chart for disruptive or negative behaviour then staff will speak to the individual and remind them of what is expected before looking for an opportunity to move them back up. If a pupil does not manage to move back up to Ready to Learn before the end of the lesson then, following their consequence **(detailed in Appendix A)**, they will be moved back to Ready to Learn for the start of the next session.

There is a table at the end of this policy (**Appendix A**) explaining how the behaviours observed in class relate to rewards/sanctions.
Children, who are persistently disruptive in class and fail to respond to the teacher a Daily Report Card may be introduced. The card will enable monitoring of behaviour throughout the day and be shared with the head teacher and sent home to parents/carers. If behaviour does not improve the school may seek advice/support from outside professionals. Parents will always be consulted and involved in discussions should this be required, as part of a holistic approach to making improvements.

In the case of a serious incident, such as where the health and safety of the school community is put at risk, the learning of the rest of the class is compromised or where personal /school property is damaged, the parents of the child concerned will be contacted by telephone and asked to make an appointment with the head teacher/deputy head teacher and class teacher.

COVID –19

Specifies new behaviour requirements for parents and children arising from Covid-19 pandemic. Full details are set out in the Home School Agreement in Appendix C. The Appendix will be updated as and when requirements change during the pandemic period.

EXCLUSION

The school considers exclusion as a last resort and we will do everything we can to avoid this. However, In exceptional and most serious incidents where the safety of others has been repeatedly placed at risk, a pupil may be excluded for up to 45 days in any one school year at the discretion of the head teacher.

There may be occasions when, for severe inappropriate behaviour, a permanent exclusion is put into place. Lunchtime exclusions may also be issued if appropriate. When a pupil is excluded, the Headteacher will arrange for work to be completed at home and have it marked until the pupil returns to school.

Parental Responsibilities

Statutory Requirements

Section 103 of the Education and Inspections Act 2006 places a duty on parents in relation to an excluded pupil. A parent has to ensure that their child is not present in a public place during school hours without reasonable justification during the first five days of each and every fixed period of permanent exclusion. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice if they fail to do this. The penalty payable increases if unpaid and after 28 calendar days, and if this is still unpaid after 42 days the parent is subject to prosecution for the original offence. The pupil may also be removed from the public place by the police and taken to designated premises.

The Education and Inspection Act 2006 also requires the school to arrange full time education from, and including, the sixth day of any period of fixed term exclusion, of six days or longer. Days of fixed term exclusions are not aggregated and the regulations apply from the sixth day of each fixed term exclusion.

The school will inform the Local Authority promptly of all exclusions. In the case of permanent exclusions, the school governors will be fully involved in the exclusion process and will ensure that strict timetables and timescales for the reintegration of the pupil are adhered to.

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Whilst reserving the right to use exclusions, every effort will be made to avoid implementing any form of suspension. The school will use the Local Authority's latest guidance on exclusions in all cases.

Children with Additional Needs

This policy applies to all children. However, we recognise that for some children it will be more difficult to maintain conformity to the school rules and expectations. In these cases reasonable adjustments will be made and detailed in a Behaviour Plan to ensure that all staff understand the needs of the pupil and adjust their approach accordingly to best ensure success.

THE MANAGEMENT OF DISRUPTIVE BEHAVIOUR INCLUDING RESTRAINT

The staff expect to take a primary role in the initial management of pupil behaviour within the classroom and any situation when they are in a supervisory role. In most instances a teacher's usual control and professionalism will be enough to diffuse any problematical situation. However, where inappropriate behaviour is likely to escalate or to prove damaging to people or property, staff must intervene to establish control.

Steps, such as dialogue, diversion and de-escalation should always be taken to avoid the need for physical restraint but, on occasions, physical restraint may be the appropriate action to take. If this is the case then the following points should be noted:

- Staff should have good grounds, such as the risk of injury to persons or damage to property.
- Only minimum force should be applied.
- Restraint should be relaxed as soon as possible.
- Where possible, other staff should be present to assist or to act as a witness.

- When restraint has been used it is recorded in the Bound Book.
- The child is checked by an independent first aider immediately after restraint.
- Parents/carers are informed.

If the person managing a given situation feels that a pupil needs to be isolated because of the risk of injury to persons or damage to property, this should not go on longer than necessary.

SERIOUS INCIDENTS

Serious incidents**,** such as the ones listed below, must be recorded on CPOMS and parents/carers are informed:

- Any serious or repeated physical incidents between pupils or pupils and staff.
- Any incident which requires physical restraint.
- Violence, where a pupil causes injury.
- Threatening behaviour where the aggrieved feels intimidated.
- Incidents of smoking, solvent or drug abuse.
- Pupil absent from the site without permission.
- Inappropriate or repeated behaviour that causes harm to others.

QUESTIONS OR CONCERNS

Should a parent/carer have any questions or concerns relating to behaviour within the school they should first discuss this with the class teacher. Following this if you are you not satisfied with the outcome then please make an appointment with a member of the senior leadership team detailing the nature of your concern and who you have spoken to about it. Appointments can be made by contacting the school office.

Any sanctions following an incident should be consistent with this policy.

APPENDIX A

Behaviour Level	Name	Behaviours observed	Outcome
A4	**Outstanding Pupil**	Exceptionally good work produced Stayed on task all day	If the pupil stays on this level until the end of the day, a raffle ticket or 'Golden Ticket' is issued. Pupils write their name on the back of the 'Golden Ticket' and post it in the Class Lottery Tin. On Fridays a ticket is chosen and a prize given in assembly. The more golden tickets they collect the more chances they have. See Saw may be used to inform parents of the excellent behaviour.
A3	**Superstar Behaviour**	Great contribution to class input. Role model behaviour Excellent effort Kindness Being helpful/ Polite	When pupils move up to this level, they instantly receive a merit. This can be stamped by the pupil themselves or a monitor. Those who achieve platinum level have Tea with the Head at the end of the Year.
A2	**Excellent Choices**	Excellent attitude to learning Working well Remaining on task	Pupils are moved up the chart. Use verbal praise and reinforce behaviours observed. Eg. You are making excellent choices by sitting nicely.
A1	**Ready to Learn**	On task Good manners Sensible Hard work	Pupils are given verbal praise. Provide specific direct feedback. Eg. I am impressed with how quietly you are working.
B1	**Think about it**	Continuous calling out Disturbing others Not following instructions Constant fidgeting (after you have provided a movement break) Not completing work to the standard set (ensuring they understand)	Give warning, if behaviour continues, move peg down the chart. Give direct instructions for how pupil can move back up the chart. Eg." I have warned you about getting out of your seat, I want you to show me that you are ready to learn and move back up the chart". After having a private chat with the child about their behaviour, be on the lookout for them correcting their choice and move them back to ready to learn if they earn it.
B2	**Reflection**	Disruptive behaviour Continued non-compliance Being rude/disrespectful Not completing work	Move peg down Ask pupil to move to the Reflection Zone for 2 minutes. (a set area in the classroom where they cannot distract others, or for certain pupils just outside the classroom) Again look for positive changes so you can move them back up the chart. If after reflection the pupil continues with the unexpected behaviours, they are sent with their work to the agreed classroom for the rest of that lesson or following lesson if it is towards the end of the lesson. Yr 6 and Y4. Yr 5 and Yr3. If it is at the end of the day, have a chat with them at the end of the day. **The pupil moves to 'Ready to learn' for the next lesson.**

B3		Damage to property Swearing Hurting peers Complete refusal to comply Disrespectful behaviour Continued lack of effort in work	Only if pupil has had reflection time and you feel the sanctions are not working, or if the behaviour is extreme enough, pupil is sent to SLT with their work They will miss play and lunchtime that day. If repeated 2 days in a row a written warning (behaviour card) will be issued by SLT. Repeated or extreme incidents may result in exclusion.
B4		Bullying Physical aggression Verbal aggression towards staff or pupils	SLT to decide. Exclusion will be considered. A pupil's SEND will be taken into consideration at this level and reasonable adjustments will be considered if appropriate.

A – Attitude Level

B- Behaviour Level

Carrington Junior School
Anti-Bullying Statement
Appendix B

Statement of Intent

We take all bullying incidents very seriously. All incidents which are reported to staff are quickly and effectively dealt with through our Behaviour Policy.

What is Bullying?

There are many definitions of bullying but they have three common factors:

- It is deliberately hurtful behaviour
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves

The main types of bullying are:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, racist remarks
- Indirect – spreading malicious rumours, excluding someone from social groups
- Cyber- malicious emails or posts, attacks on social media or internet sites

Aim

We aim to provide a secure environment for all the children in our care by protecting them from bullying.

Objectives

- To identify those children who are frequently involved in bullying incidents, either as protagonists or victims.
- To identify specific areas of the school where bullying occurs.
- To ensure adequate supervision of children at all times on the school premises.
- To use the curriculum to help build an anti-bullying ethos in the school, including e-Safety.
- To create an environment where children are unafraid to report instances of bullying.
- To deal with instances of bullying promptly and appropriately.
- To monitor reported bullying to ensure that bullying does not recur.
- To adequately train staff to tackle bullying behaviour.

Anti-Bullying strategies – what we do

Every opportunity is taken to clarify for both adults and children:

- What bullying is.
- What effects bullying has on both the bully and the bullied.
- What they should do when they know or suspect that bullying is going on:
    - Children are encouraged to report any instances of bullying to an adult or a teacher. If the situation remains unresolved the head teacher and parents are informed and they then work together with the children involved to reach a resolution.
    - Incident to be recorded on our online system.
    - Use of school discipline procedure.
    - Follow up to ensure that the situation has been resolved.
    - Where cyber bullying has taken place outside of school, staff liaise with parents to help resolve it as far as is reasonably possible.

The issue of bullying is covered through various means:

- Long term curriculum work about bullying and other anti-social behaviour – often incorporated into PSHE lessons on the positive management of personal relationships.
- School Assemblies – moral stories to illustrate the importance of personal responsibility.
- E-Safety is part of the taught computing curriculum and parents are offered information sessions on this subject.

School procedure to address bullying or perceived bullying

- All incidences will be dealt with seriously by school staff and a member of SLT will be notified that bullying has occurred.
- Continuous support will be put in place for the pupil being bullied and the bully, to enable them to change their behaviour.
- Parents of involved pupils will be notified.
- Bullying incidents will be dealt with in line with the behaviour policy.
- Where appropriate, external agencies will be involved, and continued bullying may lead to exclusions.

Anti-bullying Education Resources

- Relevant sections in the PSHE scheme
- Circle time
- Team building resources – parachute games for collaborative work.
- CEOP- online resources regarding e-Safety

Created by Mrs A Majcher June 2020

APPENDIX C – COVID-19 HOME SCHOOL AGREEMENT

SCHOOL

Carrington Junior School

The school aims to:

◊ Provide an environment which is a safe as possible, which has been risk assessed in response to the COVID-19 infection;

◊ Adhere to the social distancing rules as set out by the government as much as we reasonably can;

◊ Provide a curriculum that meets the needs of your child' including their well-being and mental health;

◊ Contact parents/carers immediately if your child displays symptoms of COVID-19;

◊ Inform you if staff or children in your child's 'hub' has tested positive to COVID-19 as this will mean your child will need to self-isolate for at least 14 days *__Please see additional guidance overleaf__

◊ Continue our clear and consistent approach to rewards and sanctions for children as set out in the Behaviour Policy as well as the expectations outlined in this agreement;

◊ Communicate between home and school through newsletters, Seesaw, email and the school website.

PARENT / CARER

Parent / carer ……

To help my child at school, I know and understand that:

◊ I will check my child for symptoms each morning including checking their temperature;
◊ If my child, or anyone in my household, shows symptoms of COVID-19, I will not send them to school, we will get tested and self isolate as a family until the results are received. I will let the school know the results as soon as possible via telephone;
◊ If my child shows symptoms of COVID-19 at school, I will collect my child from school **immediately**;
◊ When dropping my child off and picking them up, I will adhere to the 1 metre plus social distancing rules;
◊ When dropping off and picking up, I will strictly stick to the school timings for my child;
◊ I will teach my child the symptoms of coronavirus so they can tell an adult if they have them ;
◊ My child will only bring a water bottle, a fruit snack for playtime, PE kit in a bag, stationery, coat and a lunch box (unless ordering from SchoolGrid) These items may be carried in a small bag. All equipment will stay in school apart from used lunch boxes, bottles and PE kits which will go home to be cleaned and replaced;
◊ My child will not bring any other items into school with them (including a mobile phone) or take items home from school;
◊ I will remind my child about social distancing rules but accept they are difficult to follow and that my child and other children may not always do this successfully;
◊ My child will know how to use good respiratory and hand hygiene;
◊ I will not be allowed into the school without a prearranged appointment – make appointments via telephone or email;
◊ I need to support all staff in their efforts to create an 'as safe as possible' environment during this crisis;
◊ I will read all letters/messages/emails that are sent home;
◊ I need to inform the school immediately of any changes to parents/carer and emergency contacts details;
◊ If my child is deemed unsafe, (including deliberately not maintaining distances or not following safety protocols) the Behaviour Policy will be adhered to and they may be sent home.

APPENDIX C

PUPIL

Child's name……..

I will do my best to:

◊ Follow to the social distancing rules in class and in the playground;
◊ Move around school as instructed trying to maintain social distance;
◊ Tell an adult if I feel unwell;
◊ Only bring my a water bottle, a fruit snack for playtime, PE kit in a bag, stationery, coat and a lunch box into school from home I will leave my equipment in school apart from my lunch box, bottle and PE kit when it has been used;
◊ Not bring in mobile phones
◊ Not take things home from school;
◊ Use only my equipment and not share my equipment with others;
◊ Only enter and exit the school building from the designated entrance and follow the routines we have set up;
◊ Follow good respiratory hygiene: coughing and sneezing into your elbow or a tissue (catch it, bin it, kill it) and avoiding touching your mouth, nose and hands;
◊ Follow good hand hygiene – use soap and water for 20 seconds/ hand sanitiser;
◊ Behave well at all times to maintain the safety of myself and others;
◊ Not cough, spit at or sneeze towards others;
◊ Follow these expectations and know that if I don't, my school will follow the Behaviour Policy and I may be sent home.

Reporting and dealing with symptoms of coronavirus (COVID-19)

Our school routines and procedures ensure that we proactively respond to the current situation in a number of ways, following government guidance. Measures taken include: fitting additional sinks, ensuring each classroom has a lidded bin for used tissues, handwashing is timetabled and part of the daily routine, increasing the number of toilets available to pupils, enhanced cleaning each evening and continual cleaning throughout the day of handles and high flow areas including toilets.

Updated guidance on Covid 19 symptoms and isolation

Government guidance states that parents/carers need to be ready and willing to:
Let the school know if a member of your household is showing symptoms of coronavirus (COVID-19). In this case, your child must remain at home.

The symptoms are:

- A high temperature
- A new, continuous cough
- A loss or change to your sense of smell or taste

book a test if they are displaying symptoms. Pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit

provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace

self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test as quickly as possible. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.
Parents should inform schools immediately of the results of a test:
if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. Other members of their household can stop self-isolating.

if someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

In the event of a positive test, that child's hub will then be sent home to isolate for a period of 14 days. Household members of those contacts who are sent home do not need to self-isolate themselves unless the child who is self-isolating subsequently develops symptoms.

In the event of Covid 19 symptoms showing during the school day, the pupil will be isolated in Nectar room and supervised until they can be collected from the outside door. Staff will wear a mask for this, adding gloves and an apron if they need to directly make direct contact with the child.
If hub closures and staff isolations mean that we cannot safely open individual classes or the school, then in line with our risk assessment, individual classes or the school may remain closed. There may be times where it may be necessary to move to an alternative protocol whereby hubs will be sent home upon the appearance of symptoms rather than upon a positive test.

All guidance is subject to change in line with government guidance and at the discretion of the head teacher.