



Blowers Green Primary School
Behaviour and Discipline Policy

Updated June 2020

Blowers Green Primary School Behaviour Policy June 20

'Pupils' behaviour is exceptional. Pupils are proud of their school and are keen to do their best'
(OFSTED, 2016).

Rationale

At Blowers Green Primary we believe effective teaching and learning cannot take place without good behaviour. Children need a calm and purposeful atmosphere in order to learn and experience success. We believe we should encourage positive attitudes to each other both in the classroom and in the school environment so that all children feel safe and secure.

Blowers Green Primary School adopts a positive approach to behaviour management. We aim to develop good habits of self-discipline in pupils and encourage all children to be self-reflective about their and others behaviour around the school. We look at ways to encourage and reward children, building on mutual trust and respect for all, while making it very clear that anti-social behaviour will not be tolerated. We also believe it is very important to include parents in what we do at school to encourage and foster good behaviour and attitudes. The school behaviour policy is therefore designed to support the way in which all members of the school can live and learn together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Aims and Expectations

- To positively encourage and recognise acts of respect and consideration to others.
- To establish a set of rules, agreed and followed by all by promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- To implement necessary school rules fairly and consistently to foster good behaviour in a positive way.
- To achieve a healthy balance between rewards and punishments, rewarding good behaviour and attitudes to work and having strategies and approaches in place to deal with unacceptable behaviour.
- To create an atmosphere of hard work, commitment and responsibility, which will develop self-discipline. To promote good behaviours for learning in class and around school, enabling children to learn effectively and make good rates of progress.
- To involve children and staff of the school community to behave in a considerate way towards others.
- To help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- To ensure equal access to the curriculum for all regardless of gender, ethnicity, socio-economic background or special educational needs.

Promoting Positive Attitudes and Life-Long Learning Behaviours

It is important to recognise positive behaviour with all our children. Strategies will be put in place in all areas of the school to enable the promotion of positive behaviour. These strategies will include:

- Good quality teaching
- Interesting and exciting learning
- Clear and consistent high expectations

- Praise for good behaviour
- Celebrating success (sharing learning in class, with different leaders throughout the school, in assembly, with parents)
- Class and whole-school assemblies make use of appropriate stories and real-life experiences to reinforce a positive and moral ethos
- Children involved in making the rules
- Children involved in agreeing consequences
- Children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes
- Recognition when behaviour has improved
- Giving children responsibility for areas around the school or helping adults
- Peer mentoring

Teachers' Powers (DfE Guidance 2014)

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

Teachers have a power to impose detention outside school hours.

Teachers can confiscate pupils' property.

The Golden Rules at Blowers Green:

- Be respectful and have good manners
- Always be honest and tell the truth
- Look after the school environment and property
- Do as you are asked by all adults working in school
- Always keep your hands and feet to yourself
- Wear the correct school uniform and always be a good representative for our school
- Always complete your work to a good standard
- Ensure you have the correct equipment for learning

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

- Classrooms should be organised to develop independence and personal initiative.
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.
- Teaching methods should encourage enthusiasm and active participation for all.
- Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.
- Praise should be used to encourage good behaviour as well as good work.

Timeout

Each class has a place where children can go to take 'time out' in a positive way. This area is also used to encourage pupils to reflect upon their actions. Timers may be used if appropriate or necessary to limit the time spent.

Responsibility

Children are given responsibility in class and around school in a variety of ways ranging from class monitors, house captains, sports leaders as well as through the School Council.

Rewarding Good Behaviour (awarded at the discretion of staff)

The values and school rules are reinforced by adults in school by in a variety of ways:

- Verbal praise and recognition
- Stars, stickers and dips
- House Points /Table points
- Visit other classes or teachers
- Class certificates ,Well Done postcards or a phone call home
- Sent to Assistant Head/Deputy Head/Head teacher to share good news and to receive praise and/or stickers
- Star of the week (celebrated in key stage assemblies)

Consequences of Inappropriate Behaviour

At Blowers Green we will not tolerate behaviour which impacts on other people's learning and/or safety.

We encourage children to reflect and, given the options, make a positive choice to behave in the correct way. When children make the wrong choice we help them to understand that there is a consequence for that choice. We also support children when a wrong choice is made, to recognise what the correct choice might have been.

Consequences KS1/KS2

Verbal reminder of expectation is given

1. Name recorded 1
2. Name recorded 2, before sanctions commence
3. Miss playtime/s (with supervision)
4. Miss lunchtime/s (with supervision)*
5. Time out (send to partner class)
6. Sent to Phase leader
7. Sent to Assistant Headteacher
8. Sent to Deputy Headteacher
9. Sent to Headteacher

*Deputy Headteacher is made aware at this stage. This is recorded in the school's behaviour log which is in the class register.

Weekly Behaviour Logs

Weekly Behaviour Logs are submitted to the Senior Leadership Team (SLT) in order to monitor pupils' behaviour throughout the week. The Behaviour Logs are completed should a child's behaviour reach point 5 and beyond; this is to inform the SLT of any children whose behaviour is problematic; if there are any patterns emerging and consequently arrange any support for a child. This weekly record also a log of conversations with parents.

Early Years

Posters are in place in the Early Years to act as a visual reminder for our younger children:

Sunshine – all the children start the day with their name on the sunshine

Rainbow – children's names are moved to the rainbow to reward outstanding behaviour and/or effort

Cloud – if a second verbal warning about inappropriate behaviour is given, children's names are moved to the cloud

Thundercloud – when a child's behaviour is more serious and they require time out - parents are spoken to at this stage

The above model(s) may not be suitable for all occasions; for instance where the child's behaviour is severe or negative and has an adverse effect on others it may be necessary to accelerate through the sanctions more quickly, with some steps being missed out.

Class teachers may contact parents at any stage if a child's behaviour is serious, or is continuing despite the application of the consequences.

Where behaviour is deemed to be at a level judged to be unacceptable, a record is maintained in a central file. This will help keep track on how often children are displaying inappropriate behaviour and whether or not more intervention needs to take place.

If inappropriate behaviour continues and the above procedures are not having an impact then an individual behaviour plan may be drawn up. Parents will be informed if the pupil is subject to an individual behaviour plan.

This may be followed by further sanctions that may include:

- Isolation in school
- Reduced timetable
- Pupil Referral Units
- Fixed Exclusion
- Permanent Exclusion

It can only be the decision of the Head teacher or Deputy Head teacher to isolate or exclude a child or reduce a pupil's timetable.

In the case of a serious physical assault then, at the Head's discretion, a child may be permanently excluded immediately.

It may be necessary to involve the out of school professionals such as Education Psychologists and heads of pupil referral.

Pupils who display significant and/or persistent behavioural difficulties will be placed on the special needs register and supported and monitored as appropriate.

Any incidences in which a pupil has had to be physically restrained must be reported immediately to the head/deputy and parents must be notified. All incidents of physical restraint must be recorded

Lunchtimes

Lunchtimes at Blowers Green Primary School are an opportunity for children when they can enjoy activities with their friends and develop effective social skills and table manners. Above all, they should feel happy and safe. To this end we have high expectations of behaviour and clear sanctions in place if children choose not to follow the Blowers Green Golden Rules.

- At all times children should be respectful and polite and display good manners to all adults and other children.
- Within the Dining Room and Classroom, good eating habits and table manners are taught and expected.
- Safety within the playground is of prime importance to both adults and children.
- Good behaviour and conduct is recognised and rewarded.
- Children understand that sanctions will be imposed if they misbehave.

Involvement of Parents

The Governors of the school expect parental co-operation and support at all times. Class teachers may contact parents at any stage if a child's behaviour is causing concern. The aim is for home and school to work together to support the child in improving their behaviour so that they fully understand and follow our school behaviour policy.

Attendance

For our children to make the most of their education and achieve their full potential it is vital that they attend school every day. Your child is expected to be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

Parents/carers are expected to contact school at an early stage and to work with the staff in resolving any attendance issues. If difficulties cannot be sorted out in this way, the school may refer the child to the Education Investigation Officer (EIO) from the Local Authority. He/she will also try to resolve the situation by agreement but, if other ways of trying to improve the child's attendance have failed and unauthorised absences persist, these Officers can use sanctions such as Penalty Notices or prosecutions in the Magistrates Court. Alternatively, parents or children may wish to contact the EIO themselves to ask for help or information. They are independent of the school and will give impartial advice.

Holidays in term time

Each and every day that the school is open for registration, pupils are expected to attend school. Taking holidays in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not to take children away in school time. Remember that any savings you think you may make by taking a holiday in school time are offset by the cost to your child's education.

There is **no** automatic entitlement in law to time off in school time to go on holiday and the government have amended the Education (Pupil Registration) (England) Regulations 2006 as of September 2013 to reflect this.

The Governors of this school have made the decision that holidays taken during term time **will not** be authorised, irrespective of the child's overall attendance. Therefore, any period of absence taken will be classed as unauthorised and may attract sanctions such as a Fixed Penalty Notice or prosecution in the Magistrate's Court. In some cases the child may lose their school place if there is a period of unauthorised absence, including extended leave.

Keeping you informed:

- You are required to complete a Holiday/Leave Notification Form prior to taking the period of leave.
- School will notify you in writing that holiday leave will not be authorised and that should you proceed in taking the period of leave you are at risk of Local Authority intervention or the loss of school places.

Penalty Notice Fines issued by the Local Authority

The Education Investigation Service at the Local Authority may issue a Penalty Notice Fine of up to £60 (per parent/per child) or instigate legal proceedings in the Magistrates Court in the following circumstances:

- Where an excluded child is identified in a public place in the first 6 days of an exclusion,
- Where a Formal Warning Notice has previously been issued regarding unauthorised absence and further unauthorised absence is accrued,
- Where there is recorded unauthorised term time leave of absence/holiday leave. Further information regarding Penalty Notice Fines and other enforcement proceedings relating to school attendance can be obtained from the Education Investigation Service (01384 813417).

Policy agreed by Governors: June 2020

To be reviewed: September 2020

Addendum: Additions to the Behaviour and Discipline Policy from 01 June 2020 at Blowers Green Primary School

Temporary changes to the policy

This addendum has been created and implemented as a response to the Covid-19 pandemic to ensure that the risks of children's behaviour causing the spread of Covid-19 are minimised. This will support children and members of staff in maintaining their safety and their health.

The following reasonable adjustments have been made in addition to the School's Behaviour and Discipline Policy and will take effect from June 1st, 2020 until the end of this academic year. The policy will be reviewed in September 2020.

Introduction

At Blowers Green Primary School, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour and Discipline Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic to make some necessary adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, Anti-Bullying Policy, E-Safety Policy and Safeguarding Policy (2019).

These adjustments are set out below:

Arrivals, departures and moving around the school

Children will enter with their parent/carer and will go straight to their designated classroom, keeping a 2m distance from any other individual. There will be markers on the floors to support children with social distancing.

At their designated home time, children will leave the building from their designated exit. Pupils will leave one at a time when their parent/carer has come to collect them, again keeping their distance using the markers on the floors as a guide.

Movement around the school during the day will be limited. Children are expected to conform as per specific instructions e.g. one-way systems, out-of-bounds areas, queuing at all times. When the children leave their classroom to go outside for break, lunch or outdoor learning, they will follow the markers on the floor to ensure they stay 2m from peers and adults. Children will follow an adult from their classroom on their designated route. Children should stay in their own rooms at all times, unless directed otherwise.

Expected Self-Care and Health Practices

- Children should inform an adult if they feel they have any Covid-19 symptoms (symptoms will be shared with children)
- Children should use tissues when sneezing or coughing and dispose of in lidded bins
- Children should only use their designated toilet area. Children will go to the toilet areas one at a time.

- Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial sanitiser before entering school, after returning from the outside, before and after eating and at regular intervals during the day.
- Children will be asked to follow the 'Catch It, Bin It, Kill It' mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.
- Children should only use their own resource packs, not interfering or touching any other child's resources or equipment
- Children should only use their own water bottles and eat their own food. No sharing is allowed.
- Children will not bring any additional items into school other than lunch boxes, water bottles and sun cream

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used as detailed in the School's Behaviour and Discipline Policy.

Social Distancing

Children who are old enough will always be expected to socially distance from their peers and adults in school and on the playground/field. Pupils will have their own table with chairs spaced 2m apart. When children enter their designated classroom, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats. Teachers will ensure that pupils, wherever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used. The school understands that socially distancing may be more difficult for younger children, so they will be encouraged wherever possible, to keep a distance from peers and adults, however, we understand this may not always be possible.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used as detailed in the School's Behaviour and Discipline Policy.

Misbehaviour in School

In the unfortunate event of misbehaviour, pupils will be given clear, explicit warnings as detailed in the School's Behaviour and Discipline Policy and reminders of appropriate choices. If, following this, behaviours do not improve, a member of SLT will be called to remove the child for a time out. Time outs will be arranged in a separate area so that there are no cross-group interactions.

If any adverse behaviours take place that could affect the health or safety of individual pupils or staff, then an individual risk assessment may be completed to review the safety of the child on the school site during the pandemic restrictions.

Refusal to follow social distancing and other associated health and safety measures will be considered a breach of the school's Behaviour and Discipline policy. If a child's behaviour is deemed high risk to others, this could result in an exclusion.

Rewards

The usual House Point reward system will not be in use during Covid-19. Children instead will be given stickers in their books as rewards. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, however, children walking through school to show their work to other members of staff for acknowledgement and praise during this time will not be permitted. Where praise is due, children's efforts and endeavours will continue to be shared via the School's newsletters, website and postcards home.

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some children may present with frustration as a result of being isolated from friends or having missed a significant event or experiences. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; 'fight' or 'flight' response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use *reasonable endeavours* to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies such as Educational Psychologists or Early Help.

Pupil's working from home

When interacting with staff online, children should always be respectful and courteous to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils. Children should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

Further information regarding online safety whilst away from provision can be found in the school's Child Protection and Safeguarding Policy.

Date approved: 01/06/20

Review date: 1/09/20