

BEHAVIOUR AND DISCIPLINE POLICY

Furness Vale Nursery & Primary School

'This policy has been reviewed on 17/11/2022 and has been impact assessed in the light of all other school policies and the Equality Act 2010.

DATE AGREED	REVIEWED ON	NEXT REVIEW	COMMITTEE	MINUTE NO	SIGNED
July 2020	July 2020	July 2021	Safeguarding	20/12	R Waring
July 2020	July 2020	July 2021	Safeguarding	20/12	T Cameron
July 2020	July 2020	July 2021	Safeguarding	20/12	K Nield
17/11/2021	17/11/2021	17/11/2022	Safeguarding	21/27	K.MEDWAY L.FORSHAW R.WARING
17/11/2022	17/11/2022	17/11/2023	Safeguarding	SFG22/31	L. Forshaw H. Pike L. Nicholls

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Furness Vale Primary and Nursery School Behaviour and Discipline Policy 2022

To be read in conjunction with our Anti-Bullying policy

1 Introduction

- 1.1 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.
- 1.2 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.
- 1.3 Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. We are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

2 Aims and objectives

- 2.1 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. We are a caring community, and our values 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.
- 2.2 The school has a number of 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.
- 2.3 The school expects every member of the school community to behave in a considerate way towards others.
- 2.4 We aim to treat all children fairly and to apply this behaviour policy consistently.
- 2.5 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.

- 2.6 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

3 Rewards and sanctions

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

- Teachers and Teaching Assistants praise children for considerate, positive behaviour in such a way as to underline its value to our school.
- Members of staff award 'DoJos' for particularly good behaviour. On Fridays the child from each Class with the most DoJos that week is recognised in assembly and receives a small prize.
- During weekly assemblies, each class nominates two children to be 'Stars of the week' and they receive a certificate to take home.
- We acknowledge acts of kindness in school by adding the child's photograph to our Kindness Tree.

3.2 The school acknowledges all the efforts and achievements of children, both in and out of school. During assemblies, children share information regarding children's wider achievements beyond school, thereby recognising personal endeavour and positive motivation.

3.3 The school uses a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to be attentive in lessons. If they are consistently inattentive, teachers may move them to a place in the room where they can be overseen more easily or move them to sit on their own.

Stage 1: For the majority of pupils the following steps will work.

- If a child is not behaving as expected, staff will give DoJos to all of the children doing the right thing – reinforcing good behavior.
- This can be repeated – making a point of saying what the DoJos are for each time (praise in public).
- If the child is not taking the hint then they are reminded of the school rule that is being broken and given the opportunity to put it right.
- A second reminder is given – these reminders are given as privately as possible. They are stated, then the teacher/TA quickly moves on to teaching, giving the child time to process the information.
- If the child is now doing the right thing, all children should be given DoJos – reinforcing good behavior and making good choices.
- The child is reminded, as privately as possible, of how to correct their behaviour and given the opportunity to start putting it right.
- The child will be told that should they persist with this behaviour they will miss 5 minutes of Golden Time.
- If a child needs instant sanctions, 5 minutes from playtime or lunchtime can be taken instead.
- Staff should endeavour to talk to the child, to discuss their concerns and see what can be done to support the child to improve their behaviour. Taking time to discuss the issues with the child – try and reach a compromise and reach out to them during the next lesson to check they are on board with everything. Listen to their concerns, their might be a very simple solution.

- Throughout the day, positive reinforcement happens for the children who are behaving with DoJos given out regularly.

Stage 2: For children displaying more challenging behaviours. The stages above should have been tried first, where this doesn't appear to be having a positive effect, a different approach will be necessary:

Before any of the following happens, parents must be informed that their child has not been able to follow the existing behaviour protocol and arrange a meeting. Teachers or the Headteacher will have a plan in place to share with the parents, stating positives as well as areas for development and give the child chance to talk if they attend the meeting. If a Behaviour chart is deemed to be the next step they work best when all parties are involved and agree to it.

- Agree targets with the parents, no more than 3. Agree rewards for successful behaviour. The meeting should be a positive one and based on the child being able to meet the targets.
- Discuss targets with the child on the chart and complete the chart with the child at the end of each session stating which targets they have met and which ones they still need to work on.
- Be consistent with this approach.
- Share the chart with all the staff involved with the child
- Keep the chart in school. A photo showing a positive chart can be shared on Dojo and a message should be sent to parents stating what they have been successful with.
- If the chart shows targets are not being met, were they too challenging, should one of them be changed, what are the trigger points, can anything be done to support the child? Let the parents know what changes are being made.
- It's natural for children to behave in dips and troughs – the child should be reminded about times they have behaved well.
- Praise and Dojos should be given whenever the child is behaving well – reaffirming positive behaviour.
- The chart should be reviewed weekly and amended accordingly.

Stage 3:

For a minority of children further steps may need to be put in place. Children who are persistently disruptive or show violence/intimidation to others need to have a Behaviour Plan and Risk assessment in place.

In order to manage children showing extreme behaviours, it may be necessary to offer some, or all, of the following:

- Record concerns frequently on My Concern
- A referral to the educational psychologist
- Additional 1-1 support
- Application for TAPS funding
- Part-time timetable
- Seclusion
- Fixed term exclusion

- Referral to the Specialist Support Centre
- Referral to TMP (Tailor-made programme) for an ITP (individual teaching programme)
- Permanent exclusion

A permanent exclusion will only be sought under extreme circumstances and will be done with the knowledge of all parties involved and the Governing Board. There is a separate document regarding fixed term and permanent exclusions that should be read at this point.

School rules:

- 3.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children. 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.
- 3.5 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. We do everything in our power to ensure that all children attend school free from fear of any kind from others. The link governor for anti-bullying will be informed of any incidents in school. All incidents should be recorded on My Concern.
- 3.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document *The Use of Force to Control or Restrain Pupils – Guidance (DCSF 2010)*, and the non-statutory advice issued by the Department for Education in July 2011. Teachers in our school do not carry out any kind of physical force as punishment. They will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with government guidelines on the restraint of children.

4 The role of the class teacher

- 4.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 4.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.
- 4.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 4.4 If a child misbehaves repeatedly in class, 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 headteacher.
- 4.5 Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child.
- 4.6 The class teacher reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

5 The role of the headteacher

- 5.1 It is the responsibility of the headteacher, 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 headteacher to ensure the health, safety and welfare of all children in the school.

- 5.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 5.3 All reported serious incidents of misbehavior are recorded on My Concern.
- 5.4 The headteacher 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 headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

6 The role of parents and carers

- 6.1 Our school requests that parents and carers enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

- 6.2 We explain the school rules in the school prospectus, and we expect parents and carers to understand and support them.
- 6.3 We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 6.4 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the headteacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

7 The role of governors

- 7.1 The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- 7.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

- 8.1 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.
- 8.2 Currently, schools and local authorities must make full-time educational provision for excluded pupils from day 6 of their exclusion. Parents and carers must ensure their child is not present in a public place during the first five days of an exclusion, and headteachers have a duty to offer the parents or carers a reintegration interview in respect of certain fixed-period exclusions.

- 8.3 Only the headteacher has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 8.4 If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- 8.5 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 8.6 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 8.7 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.
- 8.8 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- 8.9 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

9 Monitoring and review

- 9.1 The headteacher 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.
- 9.2 The school keeps records concerning incidents of misbehaviour. The headteacher records more serious incidents which have resulted in his/her involvement. We also keep a record of any significant behavioural incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident on My Concern.
- 9.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 It is the responsibility of the governing body to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently.
- 9.5 The governing body reviews this policy every year. The 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.