

## **Mill Hill Primary School**

### **Policy on Behaviour, Discipline, Pastoral Care**

(see also Child Protection Safeguarding, Positive Handling, Allegation Management, Anti-Bullying and Cyber-Bullying)

#### **FOREWORD**

**Section 91 Of the Education and Inspections Act 2006 gives school staff a clear statutory authority to apply consequences for pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction.**

This policy reflects a commitment to improving outcomes for all pupils and eliminating all forms of harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

#### **STATEMENT OF PRINCIPLES**

Our statement of principles is built upon the school's overarching values:

Respect has to be given in order to be received. Parents and carers, pupils and school staff all need to operate in a culture of mutual regard.

The quality of learning, teaching and behaviour in our school are inseparable issues and the responsibility of all staff.

Poor behaviour cannot be tolerated, as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place, we have clear strategies in place to help pupils to manage their behaviour.

The fair and consistent implementation of good practice in learning, teaching and behaviour management, ensures that standards remain high and all pupils achieve as well as possible.

The support of parents and carers is essential for the maintenance of good behaviour. Partnerships between home and school are crucial and highly valued, with each having a clear understanding of their rights and responsibilities.

#### **RATIONALE**

In order to develop a consistent approach to positive discipline and the development of high self-esteem, we have implemented a PSHE Programme in conjunction with a Nurturing Programme. In partnership with parents and carers, we will help our pupils to become well-adjusted, responsible citizens, who are able to form and maintain positive, healthy relationships.

#### **1 Aims and objectives**

- 1.1 To build a school ethos that promotes social and emotional well-being and encourages positive nurturing attitudes.
- 1.2 To ensure that standards and expectations of behaviour protect and safeguard the welfare of all pupils.
- 1.3 To provide an environment in which all pupils are safe, secure and confident, irrespective of gender, disability, race or religion, with equal opportunities for all.

- 1.4 To increase self-esteem and motivation through praise, reward, encouragement and celebration.
- 1.5 To develop positive attitudes to learning and behaviour through inclusive teaching, thus raising standards.
- 1.6 To promote positive relationships at all levels and in all aspects of school life.
- 1.7 To teach responsible behaviour, self-discipline and mutual respect in order to help pupils effectively manage their own behaviour.
- 1.8 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.9 The policy is made up of three main sections, which are detailed below.

## **2 Rules**

### **2.1 CODE OF CONDUCT**

Because we value and respect ourselves, others and our environment, as members of our school community we agree to:

- 1 respect everyone and everything around us
- 2 show good manners at all times
- 3 use a quiet voice indoors
- 4 walk sensibly and quietly around the building
- 5 listen carefully to others and take turns talking and playing
- 6 follow instructions and stay on task

- 2.2 This code of conduct is used in order to reinforce expectations. It is reinforced by class teachers at the start of each new school year and where necessary thereafter.

## **3 Praise and Rewards**

As a school, we recognise the importance of emphasising the positive aspects of behaviour management. The following reward systems are consistently applied:

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

- Teachers congratulate children.
- Teachers give children reward stickers.
- Each week, we nominate two children from each class to be a 'superstar' and present them with 'superstar' certificates in whole school assemblies.
- We hold an annual awards assembly at which children are presented with certificates and prizes for high achievement, most improvement and hard work ethic.
- We hold an annual talent competition for children who wish to demonstrate their talents for the whole school.

- 3.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The 'Golden Book' contains information regarding children's achievement out of school, e.g. music or sport certificates. These achievements are celebrated in a weekly assembly.

#### **4 Inappropriate Behaviour**

- 4.1 Pupils will be taught to understand what types of behaviour are inappropriate and will be made aware of the consequences.

Inappropriate behaviour will not be tolerated at Mill Hill Primary School and can be defined as the following:

- Violence and aggression i.e. kicking, punching, slapping
- Threatening behaviour, including bullying, either in person or via other media.
- Dishonesty including theft
- Deliberate disobedience and disrespect including persistent lack of attention in class
- Abusive language including swearing
- Spitting
- Vandalism
- Leaving the classroom without permission

#### **5 Consequences and Sanctions**

- 5.1 Sanctions are more likely to promote positive behaviour if pupils see them as fair. The following guidelines to staff advise them to:

- make clear they are dealing with the behaviour, rather than stigmatising the person
- impose an immediate sanction of loss of 5 minutes up to 15 minutes of playtime depending upon the scale and the seriousness of the behaviour
- avoid sanctions becoming cumulative and automatic and ensure they take account of individual needs, age and understanding
- avoid whole group sanctions that impact on the innocent as well as the guilty
- wherever possible, use sanctions that are a logical consequence of the pupils' behaviour e.g. unfinished work would result in staying behind at break to complete it
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour
- where appropriate, use sanctions to put right harm caused
- never issue a sanction that is humiliating or degrading
- use sanctions in a calm and controlled manner
- ensure sanctions are seen as inevitable and consistent
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and the impact on themselves and others and so increasingly take responsibility for their own behaviour.

- 5.2 The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own, to minimise any distraction.
  - 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 reminds him or her of the expected behaviour. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down and is able 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 themselves or others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
  - If a child threatens, hurts or bullies another child, the class teacher records the incident, the child is reprimanded and the parent/carer is contacted. If a child repeatedly acts in a way that disrupts or upsets others, the school makes contact with the child's parents to discuss the situation, with a view to improving the behaviour of the child. At this point, staff may also involve the senior assistant head teacher.
- 5.3 The system of consequences is designed to signal to pupils the level of disapproval involved. However, there will need to be some flexibility to take account of individual circumstances eg pupils with disabilities/those with specific medical/behavioural difficulties and to take account of the accepted behaviours of different races and cultures. The system is introduced gradually in the Foundation Stage, with full integration by the end of the year.
- 5.4 They will also need to consider, when using sanctions, whether the apparent behaviour difficulty is the manifestation of an unidentified learning difficulty or other type of special educational need. Any 'at risk' or vulnerable pupils should be identified in advance and decisions taken as to how the discipline framework should apply to each of these pupils. The class teacher should develop a Positive Handling Plan (PHP) and ensure that all those who come into contact with the pupil are clear on what has been agreed. There is also an appointed key person, who can act as a reference point for the pupil, staff and parents; for our school this is the SENCo.
- 5.5 The class teacher discusses the school rules with each class and each class may also have its own classroom code, which is agreed by the children and displayed on the wall of the classroom. 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 during circle time.
- 5.6 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.
- 5.7 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain a child, to prevent injury to another child or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. All staff has had Team Teach Awareness training, many staff have accredited certificates.

## **6 The role of the class teacher**

- 6.1 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.
- 6.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 6.3 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.
- 6.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. 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 senior assistant headteacher.
- 6.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- 6.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **7 The role of the Head Teacher**

- 7.1 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.
- 7.2 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.
- 7.3 The headteacher keeps records of all reported serious incidents of misbehaviour.
- 7.4 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.

## **8 The role of parents**

- 8.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 8.2 We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- 8.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 8.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **9 The role of governors**

- 9.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- 9.2 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.

## **10 Confiscation of inappropriate items (including retention and disposal)**

- 10.1 Criteria for confiscation
- an item posing a threat to others e.g. a laser pen/dangerous implement being used to distract and possibly harm others
  - an item posing a threat to good order for learning e.g. a pupil bringing a mobile phone or personal music player into school or playing with collectors cards
  - an item is against school uniform rules e.g. refusing to take off a baseball cap in the classroom
  - an item which is illegal for a child to have e.g. racist or pornographic material
  - an item which is counter to the ethos of the school e.g. material that might cause racial tension
- 10.2 All of the above items will be removed from the child, a record made of the item in the confiscation log and the item enveloped and labelled before storing in the school safe. A standard letter will be sent to the parent informing that the item has been confiscated, and that it should be collected by an adult (who will sign for the item) from the school office. Items such as chewing gum, blue-tac and paper balls etc do not need to be retained and can be disposed of immediately, though it would be good practice for this to be recorded in the confiscation log for reference.

It should be noted that accessing the contents of a mobile phone without the permission of a pupil is unlawful. Whilst there is legal power for certain school staff to search pupils for weapons, this does not extend to other items e.g. stolen property. The decision of this school is to involve the police in any circumstances where searching a pupil is required.

## **11 Fixed-term and permanent exclusions**

- 11.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school.
- 11.2 Only the headteacher (or the acting 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.
- 11.3 If the headteacher excludes a child, s/he informs the parents immediately, in writing, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 11.4 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 period.

- 11.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 11.6 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.
- 11.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 11.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

## **12 Drug and alcohol-related incidents**

- 12.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken by an adult directly to the school office for safekeeping. Any medication needed by a child while in school must be four times a day medication (or more) and must be taken under the supervision of a teacher or other adult worker. Parent/guardian will need to complete a medication permission form.
- 12.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will face the consequence of a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded and the police and social services will be informed.
- 12.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 12.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will face a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- 12.5 If the offence is repeated, the child will be permanently excluded.
- 12.6 If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## **13 Monitoring and review**

- 13.1 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.
- 13.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom and/or playground incidents. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident to the member of staff in charge of lunchtime supervision or to a child's class teacher as soon as possible after the event.
- 13.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 13.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The

governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Single Equality: A Guide For Schools.

13.5 The governing body regularly reviews this policy.

**Signed:** .....

Chair of Governors

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Head Teacher

September 2018