



<b>Policy</b>	<b>Behaviour and Discipline Policy 2019/20</b>
<b>Author/Person Responsible</b>	<i>A Said</i>
<b>Date of Ratification</b>	
<b>Review Group</b>	<i>Quality of Education SHPS</i>
<b>Ratification Group</b>	<i>Quality of Education SHPS</i>
<b>Review Frequency</b>	<i>Annually</i>
<b>Review Date</b>	<i>May 2020</i>
<b>Previous Review Amendments/Notes</b>	
<b>Related Policies</b>	<i>Anti-Bullying Charges, Voluntary Contributions and Remissions Policy Racial Equality Safeguarding Policy incorporating Child Protection SEND and Inclusion</i>
<b>Chair of Governors Signature</b>	

## Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices:</b>		<b>DATE:</b>	
<b>EIA CARRIED OUT BY:</b>		<b>EIA APPROVED BY:</b>	A Said

### Groups that may be affected:

<b>Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)</b>	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		Reasonable adjustments support all children
<b>Gender reassignment</b> (transsexual)		
<b>Marriage and civil partnership</b>		
<b>Pregnancy and maternity</b>		
<b>Racial groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		
<b>Sex</b> (male, female)		
<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

## **Distribution List**

- **Full Governing Body**
  - Ratification at Full Governing Body
  
- **Internal**
  - Staple Hill School Web Site
  - Staff Meeting
  - Stored on school Office drive
  
- **Paper Copies**
  - Head teacher's office
  - Front Office
  
- **Internet Copies**
  - Staple Hill Primary School Web Site [www.staplehillsschool.co.uk](http://www.staplehillsschool.co.uk)

### **Please Note:**

In light of current circumstances, there is a need for children to behave differently when they return to school, so we have amended the systems in place to support that, which means changes to our usual behaviour policy. These behaviour policy changes will be communicated to pupils, parents and staff.



## **Behaviour and Discipline Policy May 2020**

Abbreviations: DfE (Department for Education), EYFS (Early Years Foundation Stage), LA (Local Authority), LBS (Lunch Break Supervisors), SEN (Special Educational Needs) SLT (Senior Leadership Team)

### **Learning together to make a positive difference...**

#### **Rationale**

At Staple Hill Primary School, we believe that our school is a community. We aim to provide an environment where every child can receive the best possible education and feel safe, secure and happy, irrespective of gender, disability, and ethnicity, social, cultural or religious background. It is the primary aim of Staple Hill Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. The School's Behaviour and Discipline Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way, with the main focus not being on rule enforcement, but the promotion of good relationships so that people can work together in a considerate and effective manner.

The policy aims to help children to become positive, responsible and increasingly independent members of our small community. It will be applied consistently and fairly. This policy is underpinned by the Guidance for School Exclusion (DfE, 2017) and the Equalities Act 2010.

This policy has been written using the school governors' Statement of Behaviour Principles, and should be read in conjunction with the following policies:-

- Anti-Bullying
- Charges, Voluntary Contributions and Remissions Policy
- Racial Equality
- Safeguarding Policy Incorporating Child Protection
- SEND and Inclusion



## **1. Aims and Expectations**

In applying this policy, we wish to see children who:

- Feel safe, respected and cared for in an environment where everyone feels it is appropriate to take risks and relish challenges in order to learn.
- Are able to be self-confident so that every individual feels they are a valued member of the school and the wider community.
- Are respectful and sensitive to others whilst being aware of their own rights and responsibilities. Be a team player and a good citizen.
- Aim high and make excellent progress in their learning.
- Can value physical and mental fitness and know how to look after their health and well-being.
- Possess the belief that learning is worthwhile and are not afraid to 'shine'.
- Are resilient, reflective, resourceful and reciprocal learners.
- Value the power of the imagination and have a sense of curiosity, and a capacity for awe and wonder.
- Are exposed to a broad range of experiences that have fostered a love of learning and a desire to continue learning for the rest of their lives.
- Do not worry and are happy!
- Can exercise their right to be protected from being hurt or badly treated (Article 19, UNCRC)
- Can exercise their right to education which tries to develop their personality and abilities as much as possible and encourages them to respect other people's rights and values and to respect the environment (Article 28 and 29, UNCRC)
- Can exercise their right to play and relax by doing things like sports, music and drama (Article 31, UNCRC)

The curriculum at Staple Hill Primary School incorporates many aspects of discipline and social interaction and staff weave these elements through all learning throughout the day.

We are an inclusive school and aim to provide equal opportunities for all groups of children, including those with diverse needs. Where possible the response to a child's behaviour should not prevent the child from accessing learning, nor should the child's behaviour prevent others from learning. Where appropriate, 'reasonable adjustments' to the implementation of this policy will be made to allow for specific individual needs.

Through this policy, we will look to uphold the Rights of the Child agenda

## **2. Core Values**

Staple Hill Primary School has a clear vision for children to 'learn together to make a positive difference' and has five core values to underpin this vision and promote positive behaviours. At Staple Hill Primary School, children:

- Learn together/are collaborative
- Are kind
- Are positive
- Are respectful
- Are responsible

## **3. Rewards and celebration**

The Staff at Staple Hill Primary School recognise that positive encouragement and rewards promote good behaviours in pupils and help to raise self-esteem. Wherever possible it is our intention to promote positive behaviour through the public and private recognition of what is good. Wherever appropriate, children's best efforts will be celebrated through display and performance; setting an example to others, recognising individual effort and setting a standard. In light of current circumstances regarding Covid-19, some of our usual rewards and celebrations will be put on hold. Instead the list below will apply.

- Verbal praise and smiling at children
- Teachers will share an e-certificate/postcard with parents
- Positive feedback to parents about their children via ClassDojo/Tapestry
- Smiley faces
- Teacher appointed 'reward' free choice time at own desk/outdoors
- Positive phone call home
- Whole class rewards
- Shout Outs in online assembly via ClassDojo/Tapestry

<b>Stage</b>	<b>Detail</b>
<b>Celebration Stage</b>	At this stage, children will receive praise and a special sticker for their excellent behaviour. One pupil from each class will be selected each week to be celebrated in assembly with their parents for making a positive difference to their learning in our school community.
<b>Ready to Learn</b>	All children start each day at this stage as this means they are showing the five core values and therefore are ready to learn.

#### **4. Sanctions**

There may be occasions where a child finds it difficult to keep to our school rules and therefore prevents other children from progressing due to the disruption of their learning time. In these cases, appropriate sanctions will be applied. Adults may select an appropriate sanction from below.

<b>Sanctions</b>	<b>Detail</b>
<b>Verbal Reminder</b>	Should a pupil start to make the wrong choice, and their behaviour falls short of one or more of our core values, they will be given a verbal reminder.
<b>Warning</b>	Should the wrong choice continue, children will be given a warning. When the right choice has been made and the behaviour is corrected, the pupils will be praised for being 'Ready to Learn'.
<b>Fresh Start</b>	Normally, 'Fresh start' would be a move to a new place within the class to break the cycle of behaviour. It gives the child a chance to make the right choice and move back to the Ready to Learn stage. Due to social distancing and the school's protocols for securing this, there will be no designated Fresh Start location available. So, if a child is not responding to verbal reminders to correct their behaviour then their parents will be contacted immediately to attend school and support with the management of their child's behaviour.
<b>SLT</b>	A single act of poor behaviour can result in a child being reported to SLT. During current circumstances, if a child is not responding to verbal reminders to correct their behaviour then their parents will be contacted immediately. Due to current circumstances and social distancing rules, SLT and senior teachers will be unable to employ usual strategies e.g. collecting from class or using physical means to remove a child who is being deliberately/persistently disruptive. Instead, parents will be called immediately and will need to collect their child from school and the child may lose their place.

A single act of poor behaviour will result in a parent being called in to support the school and may result in the child's place at school being withdrawn. This would always be as a result of a serious breach of our behaviour policy and would fall into one of the four categories below:

- Offensive language at another person
- Serious aggression
- Defiance
- Deliberately not following the Covid-19 behaviour expectations and safety rules.

These behaviours will always be followed up with parents. A single serious breach or repeated breaches in the school's expectations of behaviour may lead to fixed term or even permanent exclusion from the school.

## **5. Behaviour Expectations and Safety Rules in light of Covid-19 guidelines:**

Children will be expected to follow the expectations outlined below. Parents will be contacted when a child/ren do not follow expectations or do not respond to verbal reminders. Our 'Fresh Start' policy cannot be enforced in light of social distancing and our operation of bubbles. SLT will not be able to remove a child physically unless it is a matter of safety.

### **Children are to follow:**

- any altered routines for arrival or departure
- school instructions on hygiene, such as handwashing and sanitising
- instructions on who pupils can socialise with at school
- any rules regarding movement around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations around sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoid touching their mouth, nose and eyes with hands
- rules about telling an adult if they are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play
- expectations around use of toilets
- clear rules about coughing or spitting at or towards any other person
- clear rules for pupils at home, about conduct in relation to remote education

The school, led by the SENCo, will identify any reasonable adjustments that can be made for students with more challenging behaviour and these will be shared with a child's parents. However, parents should note that previous arrangements that included 'Fresh Start' or physical removal of a child and internal exclusion from the class are no longer practical or appropriate in light of social distancing rules. If a child does not respond to verbal reminders and behaviour continues to fall below expectations, then parents will be contacted and asked to come to school to support management of their child's behaviour and this may mean taking the child home. In the event that this behaviour is a serious breach of our rules and expectations or is persistent and deliberate, their place will be withdrawn.

## **6. Classroom Management**

In order for children to have consistency and a clear understanding of expectations, all classes will follow the same system of managing behaviour. All classes will have a behaviour display visible, the steps will remain consistent, however, the appearance will change to be age and interest appropriate. The behaviour process is centred around 'Ready to Learn' and 'Celebration Stage' where all children start each day on the 'Ready to Learn' stage. Children who demonstrate excellent learning behaviours will have their name/picture moved to the celebration stage by the class teacher. The amended sanctions will apply to any children who make the wrong choices in order to help them correct their behaviour.

***Children whose behaviour falls regularly below that which is expected will be addressed on an individual basis.***

### **7. The role of the class teacher/staff**

The teachers and staff at Staple Hill Primary School have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability. They will treat each child fairly and with respect and understanding, and in return we expect the children to be respectful and polite to adults.

In addition to the school rules, class rules are negotiated between pupils and individual class teachers at the beginning of each academic year, and although these will vary according to the supportive discussions, they will typically centre on equal opportunity and mutual respect for persons and property including good manners. The School's regular circle times, class councils and school council will regularly discuss behaviour issues, sanctions and rewards. They will also provide feedback on the usefulness of this policy as well as new ideas and adjustments as appropriate. There will be additional daily PSHE lessons for the duration of this academic year to support children's wellbeing and address any worries they may have.

### **8. The role of the Head teacher**

It is the responsibility of the headteacher to implement the School's Behaviour and Discipline Policy consistently throughout the school, and to publicise it, in writing, to parents/carers and pupils at least once a year. The effectiveness of the policy will be reported to governors when requested. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all the children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour.

### **9. The role of parents/carers**

Parents have a very important part to play in their children's education. The school works closely with parents/carers, so that children receive consistent messages about how to behave at home and school. The school rules are explained in the 'home-school' agreement and we expect parents/carers to support them. We expect parents/carers to support their child's learning and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers if we have concerns about their child's welfare or behaviour. Parents should note that the school has written a new 'home-school' agreement in light of Covid-19. Any discussions with parents would take place via phone call or video call. Social distancing means that face to face meetings will not be taking place. In the event that a parent is required to collect a child as a result of serious breach of behaviour rules then a senior leader will ensure that this happens with

social distancing rules being applied strictly.

During current circumstances, if parents or carers have any concerns about the way their child has been treated, they should write an email to [enquiries@staplehillschool.co.uk](mailto:enquiries@staplehillschool.co.uk) with the subject heading 'Class Teacher of Child's Name' or ring school and speak to admin so that they can pass a message on to the teacher. The teacher will call at the earliest opportunity. If the concern remains, parents should contact the headteacher via our main school number or by email. If their concerns remain, the governing body can be contacted via the school office.

### **10. The role of the governing body**

The governing body has the responsibility of setting down general standards of behaviour and discipline and reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the Behaviour and Discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

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

We do not wish to exclude any child from school but sometimes this may be necessary. Staple Hill Primary 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' (DfE, 2015).

If a child has SEN, we will take this into account.

In addition:

- Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The governing body authorises the headteacher to use their judgement as to whether an exclusion is justified and as to the length of the exclusion. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a pupil, he will inform the parents/carers immediately, giving the reasons for the exclusion. At the same time, the headteacher will make it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body and how this should be done.
- The headteacher will inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- The governing body will provide a discipline committee made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and the LA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Children can only be excluded from school when:

1. there has been a serious breach of this Behaviour and Discipline Policy
2. other disciplinary sanctions have already been tried and poor behaviour has continued
3. allowing the pupil to remain in school would seriously harm the education or welfare of others in the school

## **12. Discipline beyond the school gate**

We want the community to be proud of our school and how the children behave beyond the school gate is very important. The headteacher and teaching staff have the power to discipline children who misbehave outside the school premises and outside school hours. This includes whilst children are participating in extracurricular activities, when a child is wearing the school uniform or is representing the school. This would include travelling to and from school and participating in school events. Teaching staff have the power to discipline pupils who misbehave whilst on school grounds outside school hours. On these occasions the sanctions listed in this policy apply. This will also include addressing any instances of children deliberately breaching safety rules regarding social distancing and keeping each other safe from the risks of Covid-19.

## **13. Bullying**

Staple Hill Primary School takes the act of bullying very seriously. Parents and children are encouraged to report any episodes where they feel bullying may have taken place via a phone call to school or an email. The matter will then be referred to the right person who will follow up and get back to the parent. Guidelines contained in the Anti-Bullying Policy will be followed. Any incidence of bullying will be recorded in accordance with guidelines in the aforementioned policy.

## **14. Racial Harassment**

Similar considerations apply to any reports of racial harassment (see Racial Equality policy). It is made clear to the children that this type of behaviour is unacceptable and

will not be tolerated. Sanctions will follow the guidelines contained in the Anti-Bullying Policy.

### **15. The use of reasonable force to control or restrain a pupil**

Teachers in Staple Hill Primary School do not use force as a punishment. However, there may be a rare occasion when the use of reasonable force to control or restrain a pupil may be called for. Where possible more than one adult will be present.

The Education and Inspections Act 2006 states that staff can use reasonable force to:

- remove disruptive children from the class when they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

Staff will report any such incidents to the headteacher. In light of Covid-19 and social distancing guidelines and new safety rules, reasonable force or restraint will not be used by any staff member, unless it is a matter of safety.

### **16. Screening and Searching Pupils**

The headteacher has the right to search pupils and their property for any dangerous items including stolen/mislaid property. Searches will always be carried out by the headteacher, in the headteacher's office, or in a room in the admin corridor, well away from classrooms; there must always be another member of staff present. Any dangerous items including stolen/mislaid property which are found in such a search must be stored in a locked cupboard or the school safe. Parents or carers of the child must then be asked to collect the item, unless the headteacher feels it is necessary to retain it as part of further investigations. In light of Covid-19 and social distancing guidelines such screening or searches will not take place. Any serious incidents will require parents to be contacted.

### **17. Allegations against staff accused of misconduct**

Any allegations against staff will be taken seriously. Pupils and parents are encouraged to report any concerns to the headteacher where guidelines in the Safeguarding Policy Incorporating Child Protection and the DfE publication; 'Dealing with Allegations of Abuse against Teachers and Other Staff' will be followed. Staff members will not automatically be suspended following an accusation of misconduct pending an investigation.

If an allegation against a member of staff is determined to be unfounded or malicious, the headteacher should refer the matter to the LA children's social care to

determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the headteacher should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, including if he or she was not a pupil.

### **18. Monitoring**

The Designated Safeguarding Lead/SENCo will monitor incidents and the behaviour log, including those that occur during break or lunchtimes. The headteacher records those incidents where a child is sent to her on account of bad behaviour and all pupil exclusions. The headteacher will also report to the governing body on the effectiveness of the policy, and if necessary, make recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the policy is administered fairly and consistently.

### **18. Reviewing**

The governing body will review this policy every 3 years. Due to Covid-19 changes to our policy, the governing body will review this policy as new guidance arises and with any changes to social distancing rules. They will also review this policy earlier if the government introduces new regulations, or if they receive recommendations on how the policy may be improved.