

Stone Church of England Combined



Behaviour and Discipline Policy

This policy was adopted: Spring 2020

The policy is to be reviewed by: Spring 2021

Aims

The school aims to encourage an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. *The school vision is:*

***'Love one another as I have loved you' (John 13: 34-35)
helping each other to reach for the stars.***

The whole community aspire to fulfil this vision through our Christian values of community, perseverance, honesty, compassion, respect and responsibility each being a 'stepping stone' to success.

Introduction:

At Stone, we work together to ensure that all members of the school community feel happy, safe and secure. At the heart of our discipline policy are codes of conduct which are rooted in Christian values and derived from our vision and values. The School Rules provide a clear guide for effective citizenship and a contented community. We also promote forgiveness as a means to forging positive relationships through our use of restorative approaches. We believe that good relationships are central to the success of our school as a learning community reflecting our vision, ***'Love one another as I have loved you' (John 13: 34-35)
helping each other to reach for the stars.***

Underlying principles of our policy are that:

- Positive strategies should be used whenever possible to promote good behaviour. Our explicit aim is to 'catch students making the right choices.' Praise and recognition for achievements in all areas of school life are central to our practice.
- It is important that young people experience consequences to their actions and are aware of the impact that they have on others, thus developing empathy, resilience and responsibility.
- All adults in the school must model the behaviours they expect from children.
- Teachers and adults in the school influence children mostly through the quality of the relationship they have with pupils.
- Impulsive behaviour is common in young children; the brain is not fully developed until early adulthood and mistakes are part of the development and the learning of all of us.
- Engagement in learning happens best when the child feels safe.
- Any response from the school towards any wrongdoing must reflect the school's values.
- Learning is of paramount importance and we refuse to allow learning of all pupils to be disrupted by the behaviour of others - our vision states that we help each other.
- We understand the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND). We understand that all children are different and some children may have barriers to learning which affect their behaviour. In these cases, we will work with parents in order to support the child with their behaviour and external agencies where appropriate. Please see information about Special Needs and Disabilities on our website: <http://www.stone.bucks.sch.uk/information/sen-inclusion> and additional information below.

Expectations of the school community:

As adults, we are all role models for behaviour: one of the most powerful influences on a child's behaviour is a positive adult role model. Therefore, all adults are expected to model the behaviour we expect from the children whilst on the school site.

Through training, staff are aware that children's behaviours may pose a risk to their peers. Behaviours may range from bullying to those which are sexually abusive

Teacher	Pupils	Adults/Parents
To lead by example	To respect, support and care for each other, both in school and in the wider community	To be aware of and support the school's values and expectations
To be fair and consistent	To listen to others and respect their opinions	To speak to adults and children appropriately whilst on school premises
To meet the educational, social and behavioural needs of children through an appropriate curriculum	To attend school regularly, on time, ready to learn and take part in school activities	To ensure pupils attend school regularly, on time and well-equipped
To be well-prepared and organised, with established routines	To take responsibility for their own actions and behaviours	To take an active and supportive role in their child's work, behaviour and progress
To have high expectations of all pupils	To do as they are asked by all adults in school, the first time	To provide school with a current contact number
To be pro-active in establishing regular communication between home and school	To move around the school sensibly and safely	To respond to school contact and work with the school to support their child
To treat all children and adults as individuals and acknowledge their rights as equals, respecting values, beliefs and cultures		

Stone school does not tolerate racism or bullying of any kind. All allegations of racism are dealt with in line with this and our Anti-Bullying Policy. If we discover an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (see our Anti-Bullying Policy).

School rules:

At Stone, all members of the school community (children and adults) are expected to follow the school values at all times:

Our Value		How we live our value	
† Community			
We recognise that we are part of a much larger community and help our neighbours.		We work well together - including everyone and helping each other to reach for the stars.	
† Perseverance			
We understand that sometimes we will be challenged, but we know that through hard work and effort we can achieve.		We focus and work hard: we use our time well to ensure we can all achieve our best.	
† Honesty			
We are honest in our actions and in our words.		We tell the truth so that we can resolve any problems quickly.	
† Compassion			
We care about those who are not as fortunate as ourselves.		We are gentle, kind and helpful – we keep each other safe.	
† Respect			
We recognise the need to care for and show respect for one another. We care for all our belongings and the environment around us.		We show respect for, and look after, each other and our environment. We listen well and respect the right of everyone to learn and work in a calm and happy environment.	
† Responsibility			
We are able to be trusted to do what is right or to do the things that are expected of us.		We are responsible for making the right choices regarding our behaviour and learning. We learn as well as we can and help others to learn.	

All values are discussed with the children to ensure they fully understand and accept them. Copies of the relevant values are displayed in the appropriate places: classrooms, corridors and shared areas. We expect all members of our school community to become familiar with these values and apply them in their daily lives.

Rewards:

Our priority is to praise and encourage good work and behaviour in the school. Work and behaviour may be rewarded with house points and any children with exceptional pieces of work in terms of effort, progress or content could be referred to the Senior Leaders, Head Teacher/Deputy Head Teacher for affirmation. House points are to be used in a similar manner for demonstrating our school values. Similarly, these may be praised and shared with others in class or during school assemblies. House Points are collected weekly and celebrated in assembly.

Celebration Assembly:

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

- Certificates are awarded to children whose work is displayed on the “good learning” board.
- Weekly certificates and ‘Stepping Stones’ are awarded for ‘living’ the school values
- Child of the Week certificates are awarded to one pupil in each class for good work, behaviour, attitude etc

- Teachers may also put into place their own systems for rewarding effort, good behavior or for demonstrating our school values.

Additional ways of rewarding good behaviour include:

- Praise and encouragement
- House points
- Stickers
- Class based reward systems e.g. marbles in a jar, table points, working towards a class treat
- Positive notes/postcards or phone calls home from the class teacher or head teacher
- Reward charts
- Opportunity to show good work to the head teacher or another teacher

Special Acts of Kindness

We use the book, 'Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids.' To help model positive behaviours and to develop well-being. Special Acts of kindness are rewarded by pupils/staff identifying when someone has been very kind and putting this in the 'Class Bucket'. Special acts of kindness are rewarded with hot chocolate with the headteacher.

Sanctions:

For many children a reminder of the required behaviour, linked to our school values, is all that is required. However, if we need to apply sanctions, we always ensure that:

- It is clear why the sanction is being applied
- It is clear what change in behaviour is required
- It is the behaviour that attracts the sanction
- There is an emphasis on making the right choices.

Class Teachers will deal with most behaviour or discipline problems relating to children in their care. Teachers use a warning system and may apply sanctions by keeping children in class at lunch time for periods of 5, 10 or 15 minutes or, in Reception class, apply a time out sanction.

If, after being told they will be missing 15 minutes of their lunch, a child continues to disrupt the learning in their class, they may be sent to work in another class – ideally the next year group up (Year 6 go to Year 5)

Repeated and some more serious incidents including play-fighting, pushing or shoving may result in lunch time 'Time Out' reflection sessions with key stage leaders. Unacceptable behaviour will be reported to parents via a telephone call from the appropriate member of staff.

For a serious breach, or persistent breaches, of the school behaviour policy, the pupil may be sent to a senior leader/Deputy or Headteacher or/and may be sent to work with another member of staff/in another classroom; a senior member of staff may liaise with parents/carers who will work together to monitor a Daily Report Card.

In the case of a serious incident, such as where the health and safety of the school community/a member 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 child may be sent to the head/deputy headteacher, sent to another class and/or isolated. The parents of the child concerned may be contacted by telephone and asked to make an appointment with the Head/Deputy Head Teacher/Class Teacher.

Some incidents may result in the Headteacher considering exclusion in line with Local Authority guidelines. Serious or repeated breaches may result in fixed term exclusion at the discretion of the Headteacher.

There may be occasions, when, for a serious breach, or persistent breaches, of the school behaviour policy, a permanent exclusion is put into place. If the breach/es occur at lunchtime, the pupil may be excluded for that period for one week, half a term or permanently.

Whilst reserving the right to use exclusions, every effort will be made to avoid implementing any form of suspension.

Persistent breaches may include, for example continuous low level disruption, repeated fighting, repeated refusal, bullying

Reasons for exclusion may include, for example:

- **Physical assault against a pupil including:**
 - fighting
 - violent behaviour
 - wounding
 - obstruction and jostling
- **Physical assault against an adult including:**
 - violent behaviour
 - wounding
 - obstruction and jostling
- **Verbal abuse/threatening behaviour against a pupil or staff including :**
 - threatened violence
 - aggressive behaviour
 - swearing
 - homophobic abuse and harassment
 - verbal intimidation
 - carrying an offensive weapon
- **Bullying including:**
 - verbal
 - physical
 - homophobic bullying
 - racist bullying
 - cyberbullying
- **Racist abuse**

- **Sexual misconduct**

- **Drug & Alcohol related including:**
 - possession of illegal drugs
 - inappropriate use of prescribed drugs
 - drug dealing
 - smoking
 - alcohol abuse
 - substance abuse

- **Damage, including damage to school or personal property belonging to any member of the school community:**

- **Theft, including:**
 - stealing school property
 - stealing personal property (pupil or adult)
 - stealing from local shops on a school outing
 - selling and dealing in stolen property

- **Persistent disruptive behaviour, including:**
 - challenging behaviour
 - disobedience
 - persistent violation of school rules
 - persistent low level disruption

- Other reasons not covered by the above categories

Monitoring of behaviour:

Class teachers are responsible for recording behaviour incidents and for referring to Senior Leaders when required. Senior Leaders will keep a record of 'Time outs' and will refer to the Deputy Head if necessary.

Effective break times:

Teachers, teaching assistants, midday supervisors and playground buddies will work with children to ensure effective break times. They will continually model our school values and support children to follow these. Staff on duty should support children to resolve any minor disagreements using our restorative justice approach, which encourages children to talk through issues and resolve them by referring to our school values and discussing a way forward. If a child does not follow our values at play times or lunch times, they will be given a verbal warning, followed by a final warning. If they continue, they will stand by a midday supervisor for 5 minutes, who will point out children who are playing successfully and following the school values, explaining why the behaviour is positive. Once this time has finished, the child will be spoken to about what they are going to do in order to follow the school values for the rest of that play time.

In the case of serious incidents, the child/children will be brought in to a member of the senior leadership team, who will follow our behaviour policy in order to apply a suitable sanction.

Inclusion:

We understand the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND). We recognise that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

Children listed on the Special Educational Needs register due to behavior problems may have a personal behaviour plan, which outlines adapted/additional rewards, sanctions and guidelines. The content of these behaviour plans will be shared with relevant staff.

Where children persist in displaying unacceptable behaviours, a pastoral support plan may be drawn up. This will involve the school and parents working closely together, often with external agencies, to plan and regularly review the pastoral support plan.

Guidance for all staff:

At Stone, we recognise that it is the responsibility of all staff to ensure that the school values are consistently enforced and that children are praised for behaving in a polite, helpful, considerate and sensible manner. Positive feedback on good behaviour deserves a high priority around the whole school. Equally, it is the responsibility of all staff to remind children of appropriate behaviour.

Through this behaviour policy, our aim is to achieve consistently good behaviour. In order to do so, we ensure that the following basic principles are in place:

Be definite: *'I know what I expect.'*
Be aware: *'I know what will happen if I do/don't get what I expect.'*
Be calm and consistent: *'I'm always polite and fair to you.'*
Give them structure: *'I know where we're going.'*
Be positive: *'You're doing great.'*
Be interested: *'You're people as well as students.'*
Be flexible: *'I know when to bend rather than break.'*
Be persistent: *'I refuse to give up.'*
Engage them: *'I want you to want to learn.'*

from Sue Cowley

A calm, well ordered environment with established routines reduces the potential for poor behaviour. Similarly, good and outstanding teaching will ensure that low level disruption is minimised. Staff should ensure that all learning activities are well planned, organised and resourced as this will help the children to know what is expected. High quality teaching that takes into account the full range of learning abilities is key for effective behaviour management. A calm, controlled learning environment is conducive to positive learning and helps give the children a feeling of security and confidence.

Each class teacher is responsible for establishing the routines within their classroom. In addition, everyone follows these whole school routines.

Collective Worship:

Classes are expected to come into Collective Worship in silence and sit without talking. At the end of Collective Worship, classes should leave in silence, walking sensibly in single file.

Moving around the school:

Classes observe “Corridor Manners” and do not run in corridors. They move around the school quietly, respecting everybody’s right to learn and work in a calm environment.

End of break and lunchtime:

Staff ensure that after break they arrive before pupils to the classroom.

As role models, staff should ensure that all children are treated fairly, with respect and understanding. All children should be treated with sensitivity to maintain and raise self-esteem. Where disapproval is used, it should focus on the behaviour and not the child.

Every effort should be made to avoid confrontation - as the adult and professional it is the responsibility of staff to deal with the situation in the best way possible. Children should be listened to and spoken to calmly. Staff should avoid shouting and should never use physical punishment. Children may need time to calm down before they can reflect on their behaviour.

Conduct outside school gates

Where non-criminal bad behavior and/or bullying occur off school premises, which is witnessed by staff or reported to the school, sanctions may occur for misbehavior:

- If the pupil is in school uniform or is in some other way identifiable as a pupil at the school
- Where there could be repercussions for the orderly running of the school
- Which poses a threat to another pupil
- Which adversely affects the reputation of the school

Restorative Approaches

A restorative approach is very different to the traditional way that schools have dealt with wrong doing. First of all students must tell the truth and own up to what they have done. Then the approach is different in the following respects:

<u>Traditional</u>		<u>Restorative</u>
What’s happened?		What’s happened?
Who’s to blame?	<i>becomes</i>	Who’s been harmed and in what way?
How should we Punish them?	<i>becomes</i>	What needs to happen in order to put things right and ensure that this never happens again?

A restorative meeting following an incident brings together the harmed and the wrong doer. Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. All staff are trained in this approach.

A restorative approach is highly effective because it:

- Transforms wrong doing into a learning opportunity
- Supports the needs of the 'harmed'
- Creates obligations and support for 'wrongdoers'
- Encourages a school-wide culture of mutual respect and care

Forms to monitor the outcome of a restorative justice meeting are found in Appendix 2.

The use of reasonable force to control or restrain pupils

We recognise that there may be times when the use of positive protective handling strategies may be needed. Though we believe that these will be rare occasions it may be necessary to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. All such incidents will take into regard the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013.

Reasonable force may be used if for example

- a pupil or pupils causing or threatening to cause injury.
- a pupil or pupils causing deliberate harm or carrying out acts of violence.
- a pupil who persistently refuses to obey an instruction to leave the classroom.
- a pupil who is behaving in a seriously disruptive way.
- self-harm
- damage to property
- a pupil who attempts to leave a classroom or the school and who would be seen to put him/herself at risk of injury or otherwise in danger by being allowed to leave the premises (e.g. a very young child).

There is no legal definition of "reasonable force" but the school will only use the minimum force needed to address the incident and only after every effort has been made to resolve the issue without resorting to physical restraint techniques.

Any use of reasonable force or restraint will be recorded and signed by a witness. Any complaints will be dealt with by the school in the normal way with parents first seeing class teachers and being referred to the Headteacher if necessary. If the complaint is not adequately dealt with the parents may ask the governors to look into the incident.

Power to Search

A search may be carried out where a member of staff:

- a) has reasonable grounds for suspecting that a pupil may have a prohibited item with him/her or in his possession;

The Headteacher has given authority to all paid staff to search, providing there are reasonable grounds.

Prohibited items include: offensive weapons (knives, blades etc), alcohol, controlled drugs, stolen items, tobacco, fireworks, any item banned by the school rules.

Searches may take place on school premises or where a member of staff has lawful control or charge of pupils off school premises.

Reasonable force may be used in seizing prohibited items.

Isolation/seclusion

On the very rare occasion where a pupil is causing a risk of harm to themselves or others, damage to property or disruption to teaching and learning they may be internally excluded and asked to work in one of our smaller rooms supervised by staff. Any use of isolation that prevents a child from leaving a room of their own free will shall only be considered in exceptional circumstances. The school will ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. We will ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. We shall also allow pupils time to eat or use the toilet.

Supporting parents:

Stone has an open door policy and encourages parents and carers to discuss any issues affecting their children. To enable the appropriate time to be given, appointments are preferred, but not necessarily essential.

We work collaboratively with parents, so children receive consistent messages about how to behave in school and at home. The class teacher will inform parents of any sanctions that have been needed for their child as soon as possible. We try to build a supportive dialogue between the home and school, and we inform parents immediately if we have serious concerns about their child's welfare or behaviour.

If parents have concerns about how an incident has been dealt with in school, they should raise this initially with the class teacher. All concerns and complaints will be dealt with in line with our complaints policy.

Managing effective transition

A transition meeting takes place between class teachers in the summer term prior to children's transition into the next year group. Prior to new children starting reception each September, pre-school settings are visited and parents are liaised with in order to build a profile of each child and to plan for additional support if required.

If a child transitions to Stone from another school, we aim to contact their previous school prior to their arrival, to obtain information if possible, to assist us in understanding the child's strengths and any additional needs they may have prior to them starting. If a child leaves Stone School, we will aim to ensure effective communication between our school and the child's new setting so that transition is smooth.

A transition morning is held in July each year where each class moves up to the next year group to meet their new teacher. If new teachers are joining the school in September, they are invited to attend if possible.

Staff development and support

All new staff are trained on the use of our behaviour policy during their induction process. Staff are reminded of the policy at least once a year and updates are shared whenever they are made. All staff are responsible for ensuring they are aware of the needs of the children they work with, through effective communication between staff members, referring to support plans or other relevant paperwork and asking questions if unsure. A behaviour guide with the key procedures for managing behaviour is provided to all staff.

False allegations against staff

Allegation against staff are taken very seriously. If an allegation made by a pupil is proved to be false and/or malicious, action will be taken to determine whether the persons who made the allegation is in need of services. In the case of a pupil deliberately inventing or making a malicious allegation, the headteacher will consider taking action in accordance with this Behaviour and Discipline Policy.

The role of governors:

The governors have endorsed this policy and, with the head teacher, will review its effectiveness annually. Together, they will ensure that the policy is administered fairly and consistently. The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

Associated policies:

Anti-Bullying Policy
Use of Reasonable Force
Inclusion Policy
Equality and Cohesion Policy
Complaints Policy