Millhouse Primary School
Behaviour and Discipline Policy

Introduction

Aims

This policy aims to:

Provide a consistent approach to behaviour management

Define what we consider to be unacceptable behaviour, including bullying and discrimination

Outline how pupils are expected to behave

Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

Outline our system of rewards and sanctions

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

Behaviour and discipline in schools

Searching, screening and confiscation at school

The Equality Act 2010

Keeping Children Safe in Education

Use of reasonable force in schools

Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

The policy operates in conjunction with the following policies:

• Anti-bullying policy

• Special Educational Needs (SEN)

• Disability and Equality policy

• Attendance Policy

• Safeguarding and Child protection policy

• Exclusions policy (LA)

Definitions

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork or homework

Poor attitude

Non-uniform

Serious misbehaviour is defined as:

Repeated breaches of the school rules

Any form of bullying

Sexual violence

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments

- Sexual jokes or taunting

- Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Vandalism

Theft

Fighting

Smoking

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
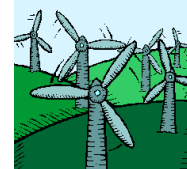
Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

At Millhouse Primary School we believe it is necessary to have a common approach towards behaviour and discipline.
Through our Behaviour and Discipline Policy the school seeks to promote attitudes which will lead to the smooth running of the school and create an atmosphere in which each child can feel secure and important as an individual.

The attitudes we wish to promote are:
- self discipline
- acceptance of personal responsibility
- co-operation with and consideration for others
- respect for authority
- respect for property
- the development of good manners

We aim to create a positive learning environment where
- Pupils' attitudes to learning are exemplary.
- Parents, staff and pupils are unreservedly positive about behaviour.
- Pupils' behaviour outside lessons is always impeccable.
- Pupils' show pride in the school by their excellent conduct, manners and punctuality.
- There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively (see Anti-Bullying Policy).

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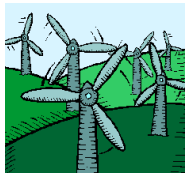# Behaviour and Discipline Policy

Principles

• Every child has the right to learn but no child has the right to disrupt the learning of others.

• Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.

• The fundamental approach is a positive one, drawing attention to, and rewarding, good behaviour and mutual respect

•   There is a whole school approach to discipline with clearly defined Golden Rules.

•   It is the responsibility of all staff to promote good order and discipline.

•   Staff deal with incidents of misbehaviour fairly and consistently.

•   It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.

•   In all disciplinary actions it is essential that the child understands that it is the behaviour which is unacceptable not the child.

•   We will seek to give every child a sense of personal responsibility for his/her own actions.

•   There are effective communication systems.

•   Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.

• We will provide early support for developing problems.

•   Strategies may be recorded in a School Focused plan or where there is a high level of concern, a Behaviour Support Plan.

• We will seek advice and support from appropriate outside agencies.

• Staff will keep abreast of current issues and initiatives.

• We will provide opportunities for responsibility and recognition for non- academic achievement.

At Millhouse Primary School, behaviour and discipline is recognised to be a shared responsibility between parents, staff, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then we expect:

Responsibilities
Parents:

•   To be aware of the Golden Rules
•   To co-operate with school
•   To ensure children's regular attendance and punctuality (see attendance policy)
•   To encourage their children to show respect and support the school's authority to discipline children.

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Staff:

• To follow and apply the behaviour policy
• To be fair and consistent
• To develop an effective working atmosphere
• To model positive behaviour
• To provide a personalised approach to the specific behavioural needs of particular pupils
• To record behaviour incidents

Children:

• To move in an orderly manner around school
• To show respect for people and property
• To demonstrate appropriate levels of concentration and self-discipline
• To take responsibility for their own actions
• To co-operate with and respond to the school's Golden Rules
• To be polite, considerate and caring

Implementation
In the classroom
Good behaviour management is at the heart of achieving acceptable behaviour within the classroom. Teachers need to examine closely their routines, the room layout, availability of resources and the match of work to the child. It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum, matched to children's varying needs, will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

School Systems
In order to promote positive behaviour and ensure children develop a sense of responsibility, we have developed a set of Golden Rules which have been shared with the children and are displayed around school. These rules apply to pupils' conduct in all aspects of school life e.g in the classroom, around school, in the playground and on school visits. They are regularly reinforced in assemblies, in class and with individual pupils.

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We aim to be the best that we can be…

Our Golden Rules :

We are honest

We are kind

We are gentle

We work hard

We show respect

These are referred to consistently by staff to highlight positive behaviour and also to draw attention to instances of negative behaviour.

Rewards

This policy is designed to promote and acknowledge good behaviour and therefore a variety of reward/ incentive systems are in place to recognise children making the right choices. We praise and reward pupils for good attendance, good behaviour, social skills and school work in a variety of ways:

•   Verbal praise.

•   Use of team points – awarded for instances of good behaviour/ setting a positive example in relation to our Golden Rules within the classroom and around school. Team point totals are announced each week in Celebration Assembly.

• Super star stickers and charts linked to headteacher awards for excellent effort/ pieces of work.

• Stickers

• Special Mention Certificates – two pupils from each class are selected and presented with a certificate in Friday's Celebration Assembly. Their parents are invited to celebrate the achievement.

• BLP (Building Learning Power) certificates and stickers – one child/ group of children from each class is awarded with a BLP certificate in Friday's Celebration Assembly. Each half term a different BLP skill is focussed upon. Also children can be awarded with stickers during lessons throughout week for demonstrating different BLP skills.

•   Attendance: Award of SAM (our attendance mascot) for the class with the highest attendance each week. Certificates are awarded for pupils with 100% attendance each term. Emails are sent to parents each term to celebrate pupils who have achieved school attendance target and those with 100% attendance.

•   Visits to the Headteacher or Senior Management sharing positive attributes/ excellent work.

•   Letters to parents/carers.

• Tweets

Sanctions

For most children, disapproval/a reminder is enough to change behaviour, so the majority do not require sanctions. However, all pupils are made aware of the consequences of not following school rules:

Where sanctions are used:

It must be clear why the sanction is being applied.

It must be made clear what changes in behaviour are required to avoid future sanctions.

They should be applied fairly. For this reason group sanctions should be avoided in most instances.

Corporal punishment is illegal in all circumstances.

A sanction should be reasonable and take account of the pupil's age, any SEN or disability and any religious requirements.

Sanctions should be awarded consistently.

It is the behaviour not the person that is sanctioned.

A stepped consequence approach is used in school using a traffic light system.

All children are placed on green at the beginning of the day and after lunch. If pupils make the wrong choices/ fail to keep the Golden rules:

Step 1: Verbal warning

Step 2: Amber Light – more than one verbal warning

Step 3: Red Light – Consequence: 5 minutes missed of playtime and text sent home.

Step 4: Sent to headteacher - If child is on Red Light two or more times in one day.

An immediate red card is issued for physical violence; refusal to follow an adult's instructions (after reminder given clearly explaining to child consequence of behaviour); bad language.

Inappropriate behaviour (being placed on red) is recorded on CPOMS which is monitored by the headteacher.

Pupils may be asked to stay in at break time to complete or redo work if the teacher feels the pupil has not shown an acceptable amount of effort.

The child should never be left unsupervised if staying in at playtime as a sanction.

If the situation is becoming difficult to handle within the classroom through persistent unacceptable behaviour, and the education of other children is being adversely affected, or the safety of another child is threatened, then a higher level of response than simple disapproval or adoption of the traffic light system is required. In these instances, the teacher should seek the advice of other staff as follows:

- Class Teacher (if it is the TA needing support)
- SENCO
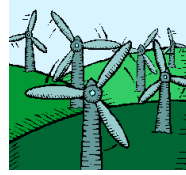
- Assistant Headteacher
- Headteacher

In the event that the child does not respond to all other measures taken, the parent will ultimately be contacted by the Headteacher and invited to discuss the matter.

Temporary fixed term exclusions/ permanent exclusion will be enforced for serious breaches of the school's behaviour and discipline policy (refer to Exclusion guidance – Appendix 1/ BMBC document - Exclusion Procedure Summary of Guidance on Exclusion From Schools)

Detention

Pupils may be given a detention within the school day e.g at lunchtime, if they have received an immediate red card. Parental consent is not required for this. If a child is asked to complete a lunchtime detention adequate time to eat, drink and use the toilet will be provided. Pupils will not be left alone when completing their detention.

Confiscation of items

A member of staff may confiscate items that are not allowed in school or which may be a danger or cause distraction.   Confiscated items will be kept in a secure place by the teacher or the office and returned to the child at the end of the day or to their parents if this is more appropriate.

Staff have the power to search without consent for prohibited items - knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property. At Millhouse Primary School, a search would only be made following consultation with the Designated Safeguarding Lead (or Deputy DSL). Any weapons and knives and extreme or child pornography would be handed over to the police.

Support systems for Individual Pupil Need

If there is a persistent problem the class teacher and the SENCO will draw up an Individual Behaviour Plan to support the pupil in partnership with parents. All staff working with the pupil will be informed of this including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues the school will work with outside agencies to seek solutions to support the pupil. For pupils who are having such difficulties targeted pastoral support or mentoring by adults or peers will be provided where appropriate.

It is important to consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm - where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether

continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Support Systems for parents/carers
Members of staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all. It would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed.

Pupils' behaviour outside school
A pupil may receive sanctions for their conduct outside school if deemed appropriate by the headteacher when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a pupil at the school.

They may also be sanctioned if their behaviour:
- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

Use of reasonable force
It is not acceptable to use force as a punishment. However, reasonable force can be used to:
• remove disruptive children from the classroom where 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 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; and
• restrain a pupil at risk of harming themselves through physical outbursts.
At Millhouse Primary School in all but the most extreme circumstances, only members of staff who are Team Teach trained should make use of reasonable force.
A record of any use of reasonable force is recorded.
Parents/Carers should be informed of any use of reasonable force and should work with the school to develop a plan to ensure the risk of future use is reduced or eliminated.

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Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

(See safeguarding and child protection policy)

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

Manage the incident internally

Refer to early help

Refer to children's social care

Report to the police

Please refer to our child protection and safeguarding policy for more information.

Staff Development and Support

All staff have access to CPD to support with behaviour management as required as part of their professional development and also in line with updates to statutory guidance. CPD is targeted to staff's specific roles, responsibilities and individual training needs identified via school self-evaluation and appraisal. Staff are provided with professional development opportunities linked to behaviour management and support through staff inset, staff meetings, coaching and modelling. They are supported by the safeguarding leaders and Senior Leadership Team when managing behaviour, identifying solutions and implementing these. Staff may request to attend additional behaviour management training should they wish to do so.

Review and Monitoring

This policy has been agreed by Governors and Staff at Millhouse Primary School.

Parents are aware of the expectations of the school.

This policy will be reviewed annually.

Signed _____ Headteacher   Date _____