

Mereside Primary School and Children's Centre



Behaviour and Discipline Policy

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Statement of general principles

Governors, staff, pupils and parents of Mereside Primary School agree that the values the school is committed to promoting through its Behaviour Policy are:

Respect for each other and for oneself

Fairness

Equal opportunity

Inclusion

and that our aims are:

1. To ensure everyone feels valued and respected and has an equal chance to do their best
2. To help children develop a positive attitude, self-respect and respect for others, and learn to take responsibility for their own actions
3. To understand and meet children's individual needs, especially those of vulnerable pupils
4. To ensure all achievements are recognised and celebrated
5. To create a caring, safe, purposeful and calm environment which promotes children's wellbeing
6. To develop positive and supportive relationships between children, parents, school and the wider community.

These general principles can be summed up in the school's vision statement:

Learning Together, Achieving Together

The purpose of the Behaviour Policy is to

- Promote good behaviour, self-discipline and respect;
- Prevent bullying;
- Ensure pupils complete their work;
- Regulate the conduct of pupils¹

How the principles are put into practice

Classroom management, learning and teaching

¹ Section 89(1) of the Education and Inspections Act 2006

At Mereside Primary School we believe that all children have the right to learn and all teachers have the right to teach free from disruption.

Good teaching and learning is of key importance in improving behaviour in school. Teachers are responsible for ensuring that their classroom provides an effective learning environment and that the quality of the relationship between teacher and pupil is given utmost regard. Use of the Classroom Context checklist should be the first step in ensuring an effective environment.

Teachers and Teaching Assistants should at all times follow the principles of positive approaches to improve behaviour.

School Organisation

Classroom teachers have the core role in ensuring discipline. The Teachers' Standards (September 2012) state that a teacher must:

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Pupil Welfare Team

However, some children require more support beyond this and at Mereside Primary School we have a 'Pupil Welfare Team' to ensure the needs of individual children are met.

The team consists of:

Headteacher – Mrs Susan Diver

Deputy Headteacher - Miss Sam Upton

Assistant Headteacher/SENCo / Deputy Designated Safeguarding Lead – Mrs Nicola Wheatley

Pastoral Manager/ Designated Safeguarding Lead – Mrs Lesley Lawrence

Learning Mentors – Mrs Claire Jackson, Mrs Julie Prosser

Roles of the team in relation to the Behaviour Policy

Mrs Diver will meet with parents, including implementation of Pastoral Support Plans; make final decisions on the appropriate level of sanctions including exclusions; liaise where necessary with partner agencies, eg the Police; and be responsible for the Behaviour Policy including liaison with Governors, parents and pupils; and overall school ethos.

Miss Upton will assist Mrs Diver in the above and take responsibility for the above in her absence.

Mrs Wheatley will liaise with partner agencies, eg Educational Diversity Outreach Team, Educational Psychologists; advise classteachers in the drawing up and implementation of Individual Behaviour/Education Plans; advise on the impact of the Behaviour Policy on vulnerable children; make referrals to SERF units where necessary. Mrs Wheatley is also the Designated Teacher for Looked After Children.

Mrs Lawrence is the Designated Person for Child Protection. She will: liaise with partner agencies where an Early Help Assessment has been put in place to best meet the needs of a child, and/or where safeguarding of the child may be an issue; be a first point of contact for parents; and inform classteachers of issues affecting children in their class so that the Behaviour Policy can be applied appropriately to vulnerable children.

Mrs Jackson and Mrs Prosser will provide support and advice to classteachers in dealing with behaviour issues; will liaise where necessary with parents; keep records of sanctions and provide information to the Headteacher; supervise children in the Galaxy suite; monitor behaviour on an ongoing basis and provide support where necessary; carry out positive behaviour management programmes, eg SEAL, Why Try.

They will provide pastoral support to children; carry out nurture and positive behaviour programmes in the KIVA Nurture suite; provide a Bereavement Counselling Service; liaise with parents where necessary; monitor the impact of nurture programmes.

The members of the Pupil Welfare Team meet regularly to discuss issues affecting pupils.

Pupil Support

In addition to the support provided through the Pupil Welfare team, good behaviour is promoted at Mereside Primary School through active teaching through Jigsaw PSHE and Circle Time, and through the school ethos as reflected in whole school

assemblies and the environment. Core values such as resilience, perseverance, respect and trust underpin everything we do, and children are taught their meaning and how to apply them in their lives through PSHE and assemblies.

More individualised support is provided via the programmes run by the Pupil Welfare Team as above, and through partner agencies such as Educational Diversity Outreach Team.

Staff Support

Appropriate training is provided to staff, eg MAPA Safe Handling training, and training from external consultants. The Behaviour Policy and its implementation are regularly discussed at staff meetings. The Pupil Welfare Team meetings provide supervision support for those staff dealing with behaviour issues as a major part of their role.

Class teachers and Teaching Assistants can turn to the Pupil Welfare Team for specific advice and support related to a child in their class. The Educational Diversity Outreach Team offer Training for all staff including Midday Supervisors. Staff are urged to seek support and not to struggle unaided. More general out of school support is provided by the Employee Assistance Programme. Leaflets with a contact telephone number are available in the Staffroom and on request from the School Office.

In the event of an allegation of misconduct being made against a member of staff, support will be provided in line with the Managing Allegations Policy.

Rewards and Sanctions

Good behaviour is encouraged at Mereside School through a mixture of high expectations, consistent approach and an ethos, which fosters self-discipline and mutual respect between pupils, and between staff and pupils. There is a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the behaviour policy. These are proportionate and fair and vary according to the age of the pupils and any other special circumstances that affect the pupil.

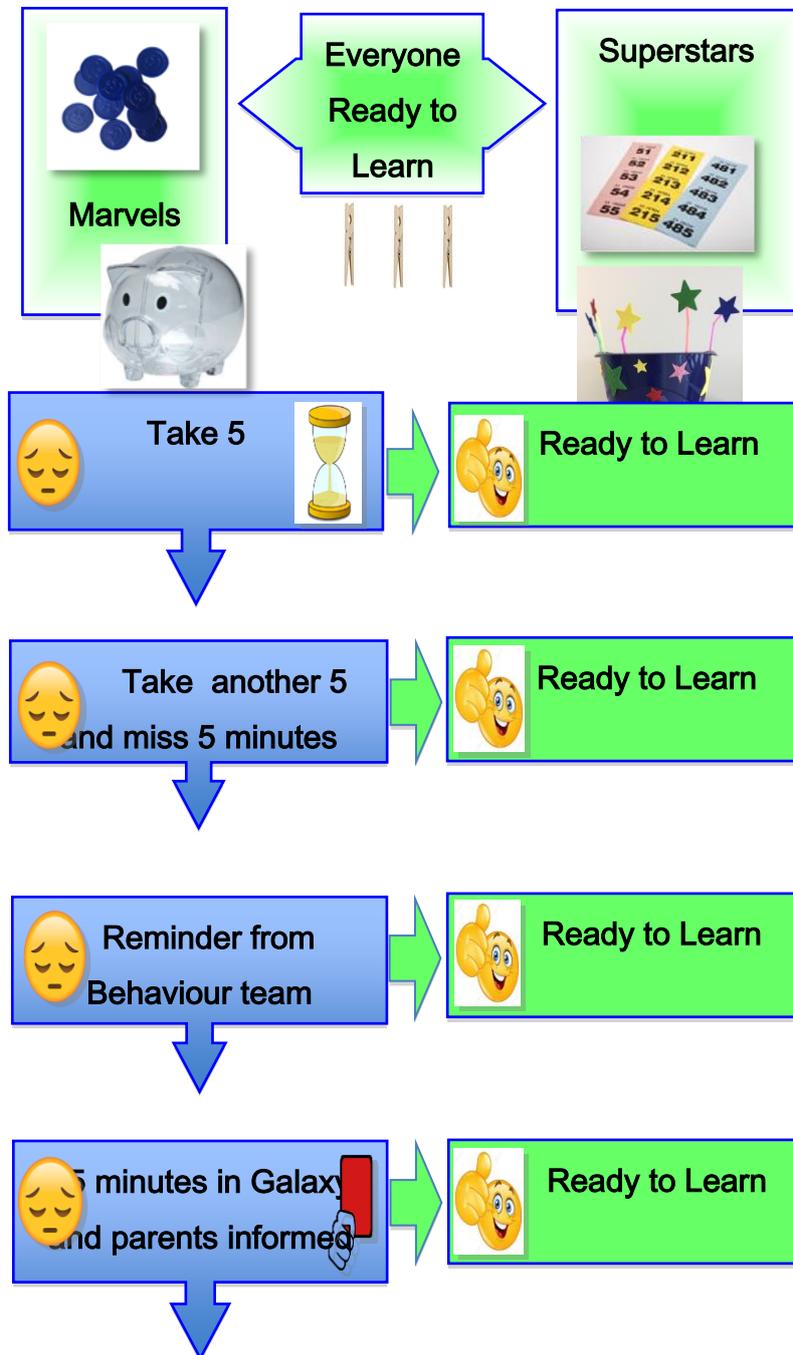
Rewards

It has long been established that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly. A rewards/sanctions ratio of at least 5:1 is an indication of a school with effective rewards and sanctions system.

Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important. Teachers should follow the school's system of rewards but may also decide to supplement it with their own systems, eg table points.

Behaviour pathway at Mereside Primary School

Everyone Ready to Learn: each child has a name peg on the 'Ready to Learn' sign in the classroom. This is the expected level for every child and the aim is to stay on here or move to 'Superstar'.



Rewards

Marvels: all adults in school have a supply of 'Marvel tokens' that they can give to the children for good behaviour, showing the school values, good work etc. The children collect the tokens in their piggy bank in the classroom. Every Thursday the tokens are counted and recorded on the online system so by Friday parents can log on and see how many Marvels their child has earned that week. When a child has collected 100 Marvels they receive a Bronze certificate; 200 earns a Silver and so on up to Super Platinum. Each term 200 Marvels earns an invitation to the Marvel Party at the end of term.

Superstars: Above the 'Ready to Learn' sign is a 'Superstar' sign. If a child does very good work or shows excellent attitude to work, they gain a 'Superstar' raffle ticket. These are collected in a box in the classroom which is brought to the Celebrations assembly on Friday. A ticket is drawn for each class and the winner pulls a prize from the lucky dip.

Sanctions:

Take 5: After verbal reminders, a child showing low level disruptive behaviour will move their name peg off the 'Ready to Learn' sign into the basket and will sit at the 'Take 5' table for 5 minutes. A timer will be used so the child can see how long they have remaining.

At the end of 5 minutes the teacher will ask 'Are you ready to learn?' If the answer is yes, the child moves their name back and returns to their place.

Take another 5: If the child isn't ready yet, they remain for another 5 minutes but this also leads to 5 minutes to be missed from the next playtime or lunchtime.

At the end of 5 minutes the teacher will ask 'Are you ready to learn?' If the answer is yes, the child moves their name back and returns to their place.

If the child is still not ready, a **yellow card** is sent to the Behaviour Team (SLT and Behaviour Mentors). One of them will come to the classroom to speak to the child and remind them of acceptable behaviour.

Child now ready to learn and goes back to place.

Still not ready – **red card** sent to behaviour team, child has 15 minutes time out in the Galaxy Room and parents are informed.

Child now ready to learn and goes back to class.

This sequence is intended for low level behaviour. Any seriously disruptive or aggressive behaviour should go straight to red card. Children who struggle with managing their behaviour due to their own particular needs may have a personalized Behaviour Support Plan and use an adapted sequence. Parents will always be involved in the drawing up of this plan.

Before using a sanction, staff should use a graduated response, adopting low level re-direction techniques where appropriate, ie

- Positive correction
- Non verbal cues
- Simple direction

However, if the unacceptable behaviour persists or worsens, then an appropriate sanction should be implemented, ie 'Take 5' above.

Other rewards used in school

Star of the Week certificates

Teachers award these certificates for good work or good behaviour. They are presented in the Friday Celebrations assembly. A limit of no more than 2 certificates per class per week ensures it stays manageable.

Rewards given by classteachers: stickers, postcards home etc

In addition to the above, teachers are able to implement their own classroom system of rewards through the use of stickers, table points etc.

Other sanctions used in school:

Behaviour Charts/Home School books

If it has been necessary to contact parents about their child's behaviour, it may be appropriate to set up a behaviour chart or home-school book at this stage. Advice should be sought from the SENCo or Behaviour Mentors who will be able to support if necessary.

Withdrawal of privileges

A child may have their status as a prefect withdrawn, or may not be allowed to take part in a class visit. This form of sanction must be agreed by Mrs Diver. Parents will be informed by phone call.

Seclusion

For more serious incidents, a child can be issued with a half day or full day seclusion. This will be used as an alternative to a fixed-term exclusion wherever possible and can only be issued by Mrs Diver, Miss Upton or Mrs Wheatley. Parents will be informed of seclusions by phone call, followed up with a letter.

Detention outside of school hours

If necessary, detentions may take place after school, supervised by the Behaviour Mentors, Mrs Diver, Miss Upton or Mrs Wheatley. Parents will always be informed by phone call prior to an after school detention; however, by law parental consent is not required. A letter will also be issued to parents.

Fixed term exclusion

This sanction is only used as a last resort and for serious breaches of discipline. (see Appendix 1 for more detail on Exclusion)

Lunchtime

Welfare Assistants record any behaviour incidents in their 'Lunchtime books'. These are collected in at the end of every lunchtime and given to the Behaviour Mentors. The books contain duplicate sheets; one copy should be given to the classteacher straight after lunchtime so they are aware of any incidents. The start of the afternoon session, however, is not a good time for welfare staff to discuss incidents with classteachers, who need to focus on the class. If any clarification is required over an incident then this should be dealt with by the Behaviour Mentors and feedback can be given later to the classteacher. One other duplicate copy is kept by the Behaviour Mentors and the other stays in the lunchtime book.

If a child is not behaving on the playground then the Welfare staff should ask the child to stand by the wall for a short time. If further sanctions are necessary then the Behaviour Mentors should be consulted. A child can be sent straight in to the Galaxy Room if necessary but a Welfare Assistant should accompany the child to explain the circumstances and to ensure someone is available in the room.

After School Clubs

Inappropriate behaviour in the After School Club, will be dealt with in the same way as during normal school hours. Additionally, attendance at the activity may be withdrawn.

Pupils' conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such extent as is reasonable'²

Pupils are expected to behave appropriately when off the school site in the following circumstances and the Behaviour Policy will apply when the child is:

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

or misbehaviour at any time, whether or not the above conditions apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

The severity of the behaviour and the extent to which the reputation of the school has been affected will be taken into account. In the case of an educational visit, teachers may phone school to request that the child is collected and returned to school. Other incidents occurring off the school premises will be dealt with when the child returns to school. If the incident could be classed as Anti Social Behaviour then the Neighbourhood Police may be involved. See also the Anti-Bullying Policy for sanctions for cyberbullying.

Confiscation

If necessary classteachers can confiscate items from pupils, eg if they pose a threat to others, including a Health and Safety threat, or prejudice good order in the classroom. Items should usually be returned at the end of the day. Valuable or hazardous items should be kept in the School Office until a parent is able to collect them. However, knives, other weapons or extreme or child pornography must be handed to the police.

Teachers have power to search without consent for the following 'prohibited items':

- Knives and weapons

² Section 90 of the Education and Inspections Act 2006

- 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

In searching for the above, staff have the power to use such force as is reasonable given the circumstances.

The policy of this school is that mobile phones must be handed to the School Office for safekeeping until the child leaves at the end of the day. Mobile phones may also not be taken on school trips. This is because mobile phones are valuable items that could be lost or stolen; if present in class or on a visit they could disrupt learning; and they could be used for bullying. As an item banned by this school, they may be searched for without consent if necessary; however, force may not be used to search for mobile phones.

Use of Reasonable Force

Staff authorised to use reasonable force:

Normally, only those staff who have been trained in 'MAPA Safe Handling Techniques' will restrain pupils. However, all employees at Mereside Primary School are authorised by the Headteacher to use reasonable force to control or restrain pupils should the need arise.

When reasonable force can be used:

Reasonable force can be used to prevent pupils:

- **from hurting themselves or others**
- **from damaging property**
- **from causing disorder**

At Mereside School, reasonable force can be used, for instance, to: separate pupils who are fighting; to physically move a pupil who is refusing to leave a room; to prevent a pupil from attacking a member of staff or another pupil. This list is not exhaustive. The decision to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Parents will always be informed if their child has been restrained.

See the 'Control and Restraint Policy' for further details.

Malicious allegations against school staff

Allegations against school staff will be dealt with in accordance with the appropriate policy. If a child is found to have made a malicious allegation against a member of staff, then disciplinary action will be taken. This will take the form of fixed term or permanent exclusion.

Taking account of individual pupil needs

Vulnerable pupils may require the adults in school to take account of their individual needs and circumstances when applying the Behaviour Policy. Vulnerable pupils are those described by Ofsted as 'at risk' in the education system and include:

Pupils with SEN or other disabilities; minority ethnic and faith groups, travellers, asylum seekers and refugees; pupils who need support to learn English as an additional language (EAL); children looked after by the local authority; sick children; young carers; children from families under stress; and any other pupils at risk of disaffection and exclusion.

Staff should 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, staff should follow the school's safeguarding policy.

At Mereside Primary School, training and advice will be provided for staff so that vulnerable children are not discriminated against by the application of the Behaviour Policy.

Behaviour Management in the Early Years

Many of the principles apply throughout school. However it is necessary to adapt some of the strategies used to ensure they are appropriate for very young children. The following are key points to bear in mind:

- It is important to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour, ie
 - Disengaged – the child is bored, unsettled or unhappy
 - Disruptive – prevents other children from learning
 - Unacceptable – violent or destructive behaviour
- Observations will be made to identify triggers for negative behaviour.
- In the first instance, staff will try to re-direct children by offering them alternative and positive options.
- When dealing with negative behaviour, staff will communicate with children at a level appropriate to their understanding.
- Positive behaviour will be reinforced with praise and encouragement. Negative behaviour will be challenged in a calm and firm manner.

- Staff will discuss concerns with parents at the earliest opportunity in an attempt to identify the causes of negative behaviour and share strategies for dealing with it.

Pupils with SEN or other disabilities

The Education Act 1996 and the Equalities Act 2010 provide the statutory framework that underpins equality of opportunity for pupils with SEN or disabilities in accessing school education.

Disabled pupils are those who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This broad definition encompasses an estimated 7% of the child population and includes hidden disabilities such as dyslexia, autism and speech and language impairments; sensory and physical impairments; and medical conditions such as diabetes, epilepsy or disfigurement. Some pupils with more complex behavioural, emotional or social difficulties (BESD) may also fall under the definition of disabled. The definition of disability includes conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's and other mental health disorders. Such disorders do not have to have been officially diagnosed in order for a pupil to be classified as disabled: the impairment simply needs to exist.

A 'blanket policy' that provides a fixed penalty to a particular offence can lead to discrimination against disabled pupils. At Mereside Primary School any sanction will be applied with particular reference to the needs of the pupil. A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The reasonable adjustment duty in the legislation requires schools to think ahead, anticipate the barriers that disabled pupils may face and remove or minimise them before a disabled pupil is placed at a substantial disadvantage. At Mereside Primary School the SENCo will provide advice to staff to avoid discrimination against these pupils and organise training where necessary.

Discipline in schools – teachers' powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction³
- The power also applies to all paid staff with responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside school
- Teachers have a power to impose detention outside school hours
- Teachers can confiscate pupils' property.

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The Policy is available to staff and Governors on Google Drive and the school website. Hard copies are available from the School Office.

The Policy will be reviewed and brought to the attention of all staff, parents and pupils every 3 years.

³ *Section 90 and 91 of the Education and Inspections Act 2006*