Worth Valley Primary School



Achieve Believe Create Dreams

Positive Behaviour and Discipline Policy

January 2019

Adopted by the Governing Body: January 2019

Chair of Governing Body: Sam Quigley

Headteacher: Ceinwen Lodge

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chair of Governors

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Headteacher



**Positive Behaviour and Discipline Policy**

**January 2019**

**Aim**

The ultimate aim of this policy is to promote the safeguarding of children as defined by Worth Valley Primary School’s statement on safeguarding children.

**Rationale**

At Worth Valley Primary School, we believe that good behaviour is the key foundation of a good education. Without an orderly atmosphere, effective teaching and learning cannot take place.

We also believe that learning how to behave towards each other is an important part of school life and may directly influence attitudes adopted in later life.

The intention of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in enabling everyone to work together in an effective and considerate way. In addition, this policy indicates clearly to everyone who works in our school, to parents/carers, visitors and our community; the standard of behaviour which is expected of every one of its members, and has been written in accordance with *Behaviour and discipline in schools - Advice for Headteachers and school staff January 2016*

**Our School Values**

Children are expected to follow our 5 school values as they underpin everything we do; including supporting appropriate behaviour. These have been established as follows:

* **One team -** We listen to each other and values each other’s opinions and we do as we are asked first time.
* **Respect -** We care for each other and look after property.
* **Trust -** We always tell the truth.
* **Community -** We treat others as we would wish them to treat us.
* **High expectations -** We do our best and keep ourselves safe.

Children are expected to behave appropriately, in a sensible and responsible manner. We expect that children show respect for all others, both in school and in the wider community. This policy is a framework within which all may be treated in a fair consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation, also acknowledging all the efforts and achievements of children, both in and out of school. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

**Rewards and consequences**

At Worth Valley Primary School we build our ethos around reward and celebration for hard work. We achieve this in a variety of ways:

* Members of staff congratulate children;
* Each week a child from each class is nominated as ‘Star of the Week’. Each ‘Star of the Week’ is acknowledged in whole school assembly on Friday;
* House points are awarded for individual examples of positive behaviour. These form a collective class score at the end of each week, which in turn are added to a whole school total at the end of each week;
* Headteacher Award stickers are given to children for consistently good work and behaviour, or to acknowledge outstanding effort and acts of kindness.

The school employs a number of consequences to uphold the school ethos, and to ensure a safe and positive learning environment. Each consequence is applied appropriately to each individual situation. We use a traffic light system to manage behaviour in classes.

* Each child starts a new session on green
* If a child is demonstrating negative behaviour they are given a verbal reminder
* If a child has to be spoken to again about their behaviour, they are given a warning
* If the behaviour continues they are moved onto amber which means they lose 5 minutes of playtime
* If the behaviour persists, they are moved onto red. A ‘red card’ is issued, and the pupil is moved to a different classroom for either a specified amount of time, or to complete a specific piece of work

If a pupil receives three red cards within a half term, they will be placed on report for one week. A copy of the report will be sent home to parents/carers at the end of each day, and the original copy will be passed to the Headteacher and recorded.

**Serious Incidents**

If a child refuses to carry out the instruction of a member of staff or threatens, hurts or bullies another pupil, the child should be sent immediately to a member of the Senior Leadership Team. These are classed as serious incidents and parents/carers are informed by phone call. Serious incidents are recorded and will generally be followed with internal or lunchtime seclusion, depending on the nature of the incident.

The class teacher uses the PATHS strategies and discusses them with their class. These strategies and the class rules are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class as appropriate.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

**The role of the Teacher**

It is the responsibility of class teachers to ensure that the classroom rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. Class teachers have high expectations of children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom rules and traffic light system consistently. The teacher treats all children in the class with respect and understanding.

The class teacher and SENCO liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or Local Education Authority behaviour support service.

Finally, the class teacher reports to parents about the progress of each child in their class, in line with school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

**The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

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 has access to all records of all reported serious incidents of misbehaviour. Parents are also informed by telephone, and in certain cases are asked to come in to discuss their child’s behaviour further.

The Headteacher has the responsibility for giving internal seclusions and fixed-term exclusions to individual children for serious incidents. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This final action is only taken after the Chair of the Local Governing Body has been notified.

**The role of Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child’s learning, and to co-operate with the school as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, the schools Local Governing Body should be contacted after which a formal grievance or appeal process can be implemented.

**The role of the Local Governing Body**

The LGB has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The members of the LGB support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but LGB members may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

**Internal Seclusion**

The decision to seclude a pupil is never undertaken lightly. Pupils may be internally secluded for persistently disruptive behaviour or a particular serious incident.

**Fixed-term and permanent exclusions**

Pupils who do not demonstrate a significant improvement in their behaviour after periods of internal seclusion will be excluded from school for a fixed term; and in cases where behaviour is persistently below expectation pupils may be excluded permanently. A permanent exclusion may also be used where there has been a serious incident such as (but not limited to) threatening or harming a member of staff, stealing, an unprovoked attack on another pupil, persistent fighting or bullying, a drug or substance related incident or having a weapon in school . Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school for a fixed term or permanently. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

In the event of the Headteacher issuing a permanent exclusion, the Headteacher will inform the parents immediately, giving all the reasons for the exclusion. The school will make arrangements during the first 16 days from the date of the exclusion for a panel of the Local Governing Body to meet and hear the case for the exclusion. The school will provide work for the pupil to do during the period between the exclusion and the hearing. The Headteacher will inform the LEA, the CEO of the Trust and the LGB about any permanent exclusions, and about any fixed-term exclusions beyond five days in any one term. The exclusion panel will give consideration to the circumstances giving cause for the exclusion, and will apply the civil standard of proof i.e. ‘on the balance of probabilities’ in establishing the facts. The panel will consider any representation by parents and the school, and will decide either to uphold the Head Teachers decision to permanently exclude the pupil or to overturn the decision and reinstate the pupil at the school.

**Physical Intervention**

It is currently very unusual for school staff at Worth Valley Primary School to make use of physical intervention. The school works in line with the DfE guidance (2013) on *‘Use of Reasonable Force’* and the guidelines of the school ‘Physical Restraint Policy’. Key elements are stated here and are agreed school policy:

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as volunteers.

What is reasonable force?

The term ‘reasonable force’ covers the broad range of actions used by teachers at some point in their career that involve a degree of physical contact with children.

Force is used either to control or restrain. This can range from guiding a pupil safely by the arm through to circumstances such as breaking up a fight or where a pupil is restrained to prevent potential violence or injury to themselves or others.

Reasonable in the circumstances means no more force than is needed.

As mentioned above, schools generally use force to control pupils or restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil out of the classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main reasons – to control pupils or restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always be dependent upon the individual circumstances.

Examples of when to use physical force include: removing disruptive children from a classroom when they have refused to follow an instruction to do so, preventing a pupil leaving the classroom when allowing them to leave would put others at risk, restraining a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to do so.

**Staff Training**

If a particular child is identified as requiring reasonable force on a regular basis the staff involved will have completed specialist ‘Team Teach’ training.

**Searching Pupils**

A separate legal provision in the Violent Crime Reduction Act (2006) makes it lawful for school staff to search suspected pupils for weapons without consent. It also deals with the seizure of items found during the course of search. Associated guidance sets out that schools can also screen pupils using electronic mean such as wands or arches.

It makes clear that:

* Two members of staff must always be present at a search;
* The search must be undertaken by a staff member who is the same sex as the pupil;
* It should take place out of public view whenever possible.

The legal power for school staff to search pupils currently extends only to weapons. However at Worth Valley Primary School a pupil might reasonably be asked to turn out his/her pockets to hand over an item that is causing disruption or that has been suspected of being stolen. The school will follow the Positive Behaviour and Discipline Policy procedures if the pupil unreasonably refuses to cooperate.

**Power to Discipline beyond the School Gate**

The LGB confirm that the Headteacher and staff are authorised to use the strategies outlined in this policy to cover the following areas:

* Pupils taking part in school visits;
* Pupils taking part in off-site educational activities;
* Pupils taking part in residential visits;
* Pupils travelling to and from school.
* Behaviour when wearing the school uniform in a public place.

**Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the LGB on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of misbehaviour. The Senior Leadership Team records incidents where a child is sent to him/her on account of poor behaviour, for example incidents of racism or bullying. The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the LGB to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

**Review**

The LGB reviews this policy every two years. The LGB may, however, review the policy earlier than this, if the government introduces new regulations, or if the LGB receives recommendations on how the policy might be improved.

**Links to relevant policies**

This policy should be read in conjunction with the following relevant policies:

* Anti-Bullying Policy;
* Physical Restraint Policy;
* Child Protection and Safeguarding Policy;
* Exclusion of Pupils Policy;
* Staff Facing Allegations of Abuse Policy.
* LGB’s Statement of General Principles with Regard to Behaviour

**Rationale**

This statement has been drawn up in accordance with the Education and Inspections Act (2006) and DfE guidance (Behaviour and Discipline in Schools, 2013).

The purpose of the statement is to provide guidance for the Headteacher in drawing up the school’s Positive Behaviour and Discipline Policy so that it reflects the shared aspirations and beliefs of members of the LGB, staff and parents for the pupils in school as well as taking full account of law and guidance of behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them.

This is a statement of principles, not practice. It is the responsibility of the Headteacher to draw up the school’s Positive Behaviour and Discipline Policy, though she must take account of these principles when formulating this.

**Principles**

The governors at Worth Valley Primary School strongly believe that high standards of behaviour lie at the heart of a successful school. This enables pupils to make the best possible progress in all aspects of their school life and ensures all staff are able to teach and promote good learning without undue interruption.

All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils themselves. All visitors to the school should feel safe and free from the effects of poor behaviour at all times.

Worth Valley Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort. To this end, the school should have a clear Anti-Bullying Policy that is known and understood by all, consistently applied and regularly monitored. Measures to protect pupils from bullying and discrimination should be clearly set out and regularly monitored for their effective implementation.

Parents and carers should be encouraged and helped to support their children’s education, just as the pupils should be helped to understand their responsibilities during their time at school, in the local community and in life after school. The responsibilities of pupils, parents/carers and school staff with respect to pupils’ behaviour is outlined in the Home School Agreement.

The school rules and PATHS strategies should be clearly stated in the Positive Behaviour and Discipline Policy. These should set out expected standards of behaviour and explained to all pupils. The members of the LGB expect the rules to be consistently applied by all staff and monitored regularly.

The members of the LGB would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage good behaviour in the classroom and elsewhere. These should be made clear in the Positive Behaviour and Discipline Policy and monitored for their consistent application and effectiveness.

Sanctions for poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Positive Behaviour and Discipline Policy so that pupils, staff and parents can understand how and when they must be applied. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if she fears one may take place e.g. if illegal drugs are discovered or cyber-bullying. Sanctions should be monitored for their effective impact.

The Positive Behaviour and Discipline Policy should set out the disciplinary action that will be taken against pupils who have been found to make malicious accusations against the school staff. The LGB expect the Headteacher to draw on the guidance in Dealing with Allegations of Abuse against Staff document when setting out the pastoral support that staff should expect to receive if they are wrongly accused.

The LGB expect the Headteacher to include the following in some detail in the Positive Behaviour and Discipline Policy:

Screening and searching pupils: the reasons for searching pupils should be made clear, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It will also be made clear that parents do not have to be informed before a search.

The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, preventing them from leaving or from hurting themselves or others) should be stated. A definition of ‘reasonable force’ should be included, which should also explain how and when pupils may be restrained.

The power to discipline outside the school gates: disciplining beyond the school gates covers the school’s response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. The LGB must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied.