


Ramsden Primary School

# BEHAVIOUR & DISCIPLINE POLICY

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# BEHAVIOUR & DISCIPLINE POLICY

## 1. Introduction

This policy outlines the purpose, nature and management of behaviour in our school, and how behaviour related incidents will be dealt with.

The implementation of this policy is the responsibility of everyone involved with our school.

Good behaviour, learned in school, teaches children to respect relationships and the school environment which will act as a guide to their conduct in the wider community.

Schools require a generally accepted code of conduct and rules by which to abide. Society has high expectations of schools and the achievement of high standards of behaviour will involve praise and rewards, good relationships between adults and children, effective teaching and learning and in some instances, the application of sanctions.

Good behaviour has to be worked at: it does not simply happen. All concerned must have high expectations, set good standards and apply rules firmly, fairly and consistently. Good behaviour is essential to the smooth running of the school and to the development of good work habits; it helps to set high expectations and high standards of work.

We refer to the way children **choose to behave** and try to encourage them to consider **better choices**. We discuss the consequences of unacceptable behaviour.

Children must always be listened to: threatening, aggressive, confrontational language should never be used. If a child complains to an adult about another child, he or she must be responded to. In disputes, all children involved must be allowed to have his or her say.

## 2. Aims

- Create a school where high standards are expected at all times;
- Create a happy, safe, welcoming environment which encourages and reinforces good behaviour and where children and adults enjoy working, and effective learning can take place;
- Promote acceptable standards of behaviour;
- Promote self-esteem, self-discipline and respect for others and the environment;
- Teach relevant social skills to allow all children to participate positively in their life at home, school, and in the community;
- Encourage the involvement of both home and school in the implementation of this policy;
- Ensure all children are treated fairly and in a consistent way.

## 3. Roles and responsibilities

### Class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time.

Teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children behave to the best of their ability.

Teachers are responsible for informing SLT of negative behaviour.

### Head Teacher

It is the responsibility of the Head Teacher implement the school behaviour policy consistently throughout school and report to governors, when requested, on the effectiveness of the policy. The Head Teacher keeps records of all reported serious incidents.

The Head Teacher has responsibility for the exclusions of individual children in accordance with the procedures.

The Head Teacher and staff authorised by them have a statutory power to search pupils or their possessions without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Staff will adhere to guidance from the LA or DfE.

### **Non-teaching staff**

All non-teaching staff are expected to follow this policy. They offer praise and reward good behaviour positively.

### **Parents**

At Ramsden we work collaboratively with parents. If the school has to use sanctions to punish a child, it is expected that the parent would support the school.

### **Governors**

The governing body has the responsibility of setting down guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

## **4. The curriculum and learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement and engagement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of inappropriate, unacceptable behaviour and conduct.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of different abilities. Assessment and marking can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **5. Classroom management**

Classroom management and teaching methods have an important influence on children's behaviour and conduct. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Teachers should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

## **6. Rules and procedures**

We intend that all teachers will talk with the children to create a good working environment. This is especially important at the beginning of the year when new routines or systems are established.

## **7. Whole school agreed codes of behaviour**

- Respect everyone and treat others as you would like to be treated.
- Be polite and always say please and thank you.
- Always work hard and try your best.
- Walk sensibly and quietly through school.
- Always tell the truth no matter how hard.
- Always be kind, share and be friendly to everyone.

- Never hit, kick, spit, fight or swear.
- Always respect School's and each other's property.
- Not to bully.
- Keep Ramsden a friendly, happy, caring place.

## **8. Encouraging good behaviour**

We encourage positive behaviour through:

- The ethos of the school – all pupils learn to value themselves and others and recognise that they have an important part to play in school life;
- The reinforcement of our school rules;
- The example set by staff in their attitude and behaviour towards others in the school;
- The teaching of PSHE in class and assembly;
- The “house” system which rewards pupils with team points;
- The use of incentives.
- Expressions of approval – smiling, nodding;
- Staff congratulate and praise children individually or in groups, privately or publically;
- Give stickers;
- Team points;
- Certificates given in “celebration assembly” every Friday;
- Visit the Head Teacher for their name to be put in the star book and a text sent home.

The rates of praise for behaviour should be as high as for academic achievement.

Where a school community goes through the process of developing a positive approach to behaviour, there is a relaxed atmosphere in which more time is spent on teaching and learning and less on managing difficult behaviour.

We feel generally that those children who need to gain attention soon learn that positive behaviour gains more recognition than the opposite.

To achieve good standards, staff should deal with problems as and when they occur, if necessary involving other members of staff. Inappropriate behaviour must not be ignored.

## **9. Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

Unacceptable behaviour includes:

- Bullying of any kind;
- Physical assault;
- Inappropriate and unkind remarks and comments;
- Un-cooperative behaviour;
- Verbal abuse to others;
- Swearing;
- Rudeness and cheekiness to others;
- Aggression;
- Insolence;
- Lack of respect for school property - buildings and grounds;
- Behaviour likely to threaten the safety of other children and/or staff.

Any sanctions for negative behaviour need to be clearly understood by staff, children, parents and the governors.

It is extremely important that children are treated fairly when it comes to imposing sanctions for inappropriate behaviour. As adults we have a responsibility to thoroughly investigate reported behaviour to ensure that the appropriate sanction is used:

The child should be encouraged to take responsibility for his/her actions, apologise and redress any damage caused, and improve their own standards of behaviour.

It must be made clear what changes in behaviour are required to avoid future punishment. There should be a clear distinction between minor and major offences.

## **10. Inappropriate behaviour in the classroom**

Outlined below is the range of agreed sanctions for misbehaviour that occurs. This is clarified with the children and provides a consistent approach which will benefit the children and the school community:

- Non-verbal warning for misbehaviour e.g. Using eye contact, facial expression etc.;
- Verbal warning for misbehaviour;
- Sent to repeat action correctly (e.g. Walking, not running);
- Sent to Deputy Head's class with work;
- Miss break time
- Sent to the Head Teacher to talk about repeated or serious misbehaviour and to reflect on the effect of the misbehaviour (parent may be invited to help with the solving of the problem).
- Parental/carer involvement will be sought as necessary. Each time the child re-enters the class forum – the child should apologise for the misbehaviour.

## **11. Dealing with persistent negative behaviour**

We are all aware that, however supportive we may be, there are occasions when negative behaviour can become persistent or more serious, and such incidents are recorded on CPOMS. In such cases the following procedures should be followed:

- We should be aware that this is potentially extremely damaging, not only to the child, but to the progress and attainment of the rest of the class;
- Wherever possible, incidences of negative behaviour should be dealt with by the appropriate member of staff, using the procedure outlined in the previous section;
- Where this fails, staff may institute a "time-out" period: the child should be sent, with appropriate work, to the Deputy Head's class;
- If negative behaviour persists the advice of the Head Teacher should be sought;
- If the negative behaviour continues, then parents should be informed and suitable ways of dealing with the problem discussed. This might involve a home/school record of behaviour, and/or regular updates with parents or guardians.

## **12. Exclusions**

As a final measure, or for very serious misbehaviour, the Head Teacher reserves the right to exclude children for short periods, for certain periods of the day, or permanently, in line with accepted procedures.

## **13. Outside agencies**

In some instances and especially where children are emotionally and behaviourally disturbed, outside agencies may be contacted by the SENCO to provide extra support and advice.

## **14. Bullying**

We acknowledge that on rare occasions bullying may occur at Ramsden. **This is totally unacceptable and is taken very seriously.** Please see anti-bullying policy.

## **15. Equal opportunities**

In order to ensure equal opportunities we adhere to legal frameworks regarding equal opportunities. Some examples are given below:

- Monitor issues such as gender, racial groups, frequency of involvement by the child or groups of children.
- Make time to create opportunities for children to give their point of view and record it.
- Be aware of any special educational needs of the children.
- Be aware of any unfavourable circumstances that are occurring away from school.
- Apply the policy in a consistent and fair manner.

## **16. The use of physical intervention**

It is anticipated at Ramsden that all the above measures will ensure the behaviour of young people is safe and acceptable. However, there may be occasion when despite all the best efforts of staff there is no alternative than to physically intervene with young people to ensure their safety or the safety of others. The school maintains the right to physically restrain a pupil (in accordance with official guidance), if the child is deemed to be a threat to their own safety or other's safety.

Staff in schools have the authority to use reasonable force to prevent a pupil from or continuing to:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the person himself) or
- Prejudicing the good order and discipline at the school, whether during a teaching session or otherwise.

The authority to employ physical interventions when necessary is detailed in DfE guidance.

The necessary use of any physical intervention at Ramsden Primary School is taken very seriously. All appropriate reporting and recording processes will be followed after an incident with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in physical interventions.

## **17. Implementation, monitoring and evaluation**

The implementation, monitoring and evaluation of the behaviour policy is the responsibility of all members of the school community, but is the particular responsibility of the Head Teacher.

The Head Teacher reports to the governing body on the effectiveness of the policy.

The school keeps records of incidents of behaviour on CPOMS so that patterns of behaviour can be monitored.

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