

Jesse Gray Primary Behaviour and Discipline Policy



September 2022

Head Teacher Signature:	
Date Adopted:	
Review Date:	September 2023

Statement of Principle Equality Statement

Our school meets its obligations under the public sector equality duty by having due regard to the need to:
Eliminate discrimination and other conduct that is prohibited by the equality act 2010
Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

At Jesse Gray Primary School we believe that every child has a right to, and is able to learn acceptable behaviour. The school offers a safe and secure environment where children can reflect upon the causes and consequences of their behaviour enabling them to take responsibility for their own actions. Our fundamental approach is a positive one, drawing attention to, & rewarding good behaviour and mutual respect supported by effective communication systems:

- 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.
- Every adult in school (staff and volunteers) will set excellent examples to the children in all their work.
- Every child to develop a sense of personal responsibility for his/her own actions.
- 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.
- Early support for developing problems.
- Strategies may be recorded in an Individual Education plan or individual behavior plans.
- We will seek advice and support from appropriate outside agencies when necessary.
- Staff will keep abreast of current issues and initiatives.
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes.
- The approach to good behaviour is consistent but with regard for individual circumstances.
- Opportunities for responsibility and recognition for non- academic achievement.

Aims

- To help children develop responsibility for their own behaviour.
- To help children develop an appropriate code of conduct.
- To encourage children to have respect for themselves, for others, and for property.

Objectives

- To clearly communicate what is meant by acceptable and unacceptable behaviour.
- To have procedures in place to support the school's philosophy.
- To work in partnership with all those involved in supporting the pupil, especially parents/carers.

Strategies

Good behaviour is encouraged in every aspect of school activity and pupils are helped to recognise examples of good behaviour at all times by:

- Staff recognising and highlighting good behaviour as it occurs.
- Staff as good role models.
- Encourage toilet visits at breaks and lunchtimes.
- Giving praise for behaving well.
- Ensuring that criticism is constructive, and given sensitively and appropriately.
- Explaining, modelling and demonstrating behaviour that we would wish to see.
- Discussing events with pupils to encourage responsibility for their own behaviour.
- Informing parents of their child's good and poor behaviour.
- Rewarding children for behaving well
- Use Jesse Gray Values to reinforce good behaviour-
RESPECT/HONESTY/FAIRNESS/RESILIENCE/POSITIVITY/LOYALTY/CARING/PATIENCE/EMPATHY/RESPONSIBILITY/EMPATHY
- Use a common reward system throughout school with house point tokens awarded for academic and non-academic achievement and effort.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Use identified procedures for non-attendance, persistent lateness.
- Involve outside agencies where necessary through consultation with the SENCo (Special Needs Coordinator).
- Arrange for counselling type support in school with an appropriate adult or outside agency as appropriate.
- Encourage group or ring games or team games in the playground, placing emphasis on taking turns and fair play.
- Give reasoned explanations for the School Rules and resulting sanctions.
- Individual behaviour programmes are drawn up for severely disruptive pupils.
- Children given responsibilities e.g. Jesse Gray School Councillors, Librarians, House Captains, Sports Leaders, Art Leaders, Trouble Busters etc.

Class Teacher' Role:

The class teacher is responsible for:

- The behaviour of the children in their class.
- Contacting parents following any significant incidents in the school day.
- Recording serious incidents in CPoms in line with this policy.
- Liaising with the DHT/AHT and support teaching assistants as appropriate.
- Following our positive reward systems in their class.
- Following through with appropriate sanctions in line with this policy.
- If necessary, working with the SENCO/TAs to develop individual behaviour programmes and contribute to the monitoring of the behaviour programmes as appropriate.
- Reporting any behaviour associated with safeguarding to the Designated Person for Safeguarding (Headteacher/Deputy Headteacher/Assistant Headteacher).

Rewards

Our Behaviour Policy is based upon the premise that we are expecting to reward the numerous examples of positive behaviour, but that if required, for a tiny minority of situations, there is a sanction system in place that all adults and children understand.

FS2

Class Treat - marbles in the jar, Individual teachers' rewards/stickers/stamps etc eg Star of the Week

Key Stage 1

Class Treat - marbles in the jar , Individual teachers' rewards/stickers/stamps etc eg Star of the Week

Key Stage 2

Class Treat Square

Individual teachers' rewards/stickers/stamps.

Super Star Awards

Across all Key Stages, children will be awarded a superstar point whenever they produce exceptional work or demonstrate excellent learning behaviours, which is recorded on a class record held by the teacher. When a child reaches 10 points they will be rewarded with a Superstar Certificate presented in assembly It is celebrated and valued by the whole school community and will support the school ethos of INSPIRE/ACHIEVE/CHALLENGE/ENJOY.

Spirit of Jesse Gray Award

In addition, at the end of the summer term, the staff team, collectively select, one child who they believe represents the true spirit of Jesse Gray. The child will then receive a very special trophy and a £10 voucher. Their picture is then displayed in the school foyer.

House Teams

Every child (and their siblings) is assigned to one of our four house teams – Inspire, Achieve, Challenge, and Enjoy.

- We feel the children benefit from being members of mixed age school teams.
- It helps develop opportunities for year groups to work together, encourages children to support each other, gives them a strong sense of responsibility and belonging and provides them with a range of additional activities to take part in.
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- There are four houses with balanced numbers of boys and girls and numbers from each year group. Family members are in the same house.
- Children are not moved into another house. They will remain in this house during their learning journey at Jesse Gray.
- There is a house point system with a cup awarded each term. House Points are awarded throughout the school day for positive behaviour, attitude and team work.

- House Team points will be also used on Sports Day & the Sports Day Shield is presented to the House with highest points total across all three sports days.
- There will be a meeting of houses every term, led by the SLT Member and captains.
- Team captains and Vice-Captains are elected from Year 6.
- The Headteacher is the only member of staff NOT in a House Team, instead he supports/encourages all four.

Additional Rewards

- Children are encouraged to bring in their certificates and medals they have achieved outside of school for presenting in 'Special Mentions & Key Stage Assemblies.

Sanctions/Procedures

Poor behaviour is classified in to 3 categories:

Mild – Playground fall-outs, teasing, spreading rumours, name-calling, persistent low level disruption

Adults to listen to both sides and agree that there is a problem. If children are agreeable, they are sent to go and see if they can sort out the problem between themselves. If the problem cannot be solved then an adult will arbitrate to solve differences. Adult to follow up a few days later (3 or 4) to check that things are still ok, and if this occurs at lunchtime will make sure the class teacher is aware.

Moderate – Excluding from social groups, threatening behaviour, offensive body language, cyber threats

Incident logged in Behaviour Log. Once the matter appears to have been resolved the adult dealing with the incident must follow up with the children a few days later to make sure things are still ok. Parents of the perpetrator and victim will be contacted by class teacher.

Severe – Fighting, damage to property or individuals, racism, extortion, persistent stealing, cyber bullying, LGBTQ bullying [including anything relating to aspects of equality]

Incident logged in the Behaviour Log .

A phone call will made asking parents to come into school to meet with the class teacher and Head Teacher. Notes of telephone call home should be kept in social log, dated and signed.

If the incident is of a racist nature a 'Racial Incident Report Form' will be completed and procedures followed as detailed in the 'Anti bullying including Prejudiced based Bullying policy'.

At the meeting appropriate procedures will be agreed such as, behaviour log, involvement of the local police officer, working with external agencies, counselling/talking group support etc. Parents of the victim will also be telephoned and invited to meet the Head Teacher. Appropriate support will be discussed for the victim such as counselling, work with external agencies, ways of the victim letting staff know if there are any further problems etc. If the incidents continue then exclusion is a possibility. Depending up on the nature of the incident it may be that the perpetrator is removed from the victim's classroom, with work, until the incident is resolved. A meeting between the victim and perpetrator will be encouraged with adult presence. The Head Teacher or class teacher will keep in regular contact with the parents of the perpetrator and victim for a few weeks following the incident and follow up regularly with the children involved to make sure that things are ok

NB. If further notes are made by the teacher dealing with the incident these should be signed and dated and filed in the child's confidential behaviour file [head teacher's office].

Lunchtime Behaviour

The Midday team use reward badges for positive playground and dining hall behaviour.

The senior midday supervisor and lunchtime coordinator work together to manage/record incidents. All severe issues are reported to the Deputy Headteacher or Headteacher. Any other behaviour issues are reported directly to the class teacher by the Midday Supervisor .Midday supervisors will try to resolve most incidents based on the class that they are assigned to.

Serious, racist or violent incidents are reported directly to Head Teacher.

Response to Poor Behaviour

Staff may deem it appropriate to miss out some stages of these responses should the severity of the incident require it.

All racist (i.e. prejudiced based) incidents are discussed with Head Teacher Anti bullying including Prejudiced based Bullying policy

- Threats and acts of violence should be discussed with the Head Teacher.
- The individual handling plan (CTB) for a pupil should be kept under regular review. Specific policies for individuals should be circulated to all staff.
- Staff/volunteers should avoid expression of physical contact when alone with a pupil (see Staff & Volunteer Codes of Conduct)

All new staff /volunteers should read and sign the Staff Code of Conduct which details expectations. All staff should read appendix 'Advice and guidance to Schools and Local Authorities on Managing Behaviour and Attendance: groups at particular risk'. (See current Staff Handbook)

It is the responsibility of the class teacher to liaise with parents at the first sign of a child's behaviour being of concern in order to foster a positive working relationship to support the child to improve their behaviour.

The class teacher or teaching assistant may:

- Raise a concern with Headteacher to be recorded in the behaviour log.
- Issue a missed play time /or time out in the playground.
- Inform parents.
- Give time out e.g. outside area under supervision, another group, another class.
- Ask a child to sit by teacher.
- Give a reasoned explanation of why the behaviour is unacceptable, followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.
- Help the child to assist in rectifying the problem they have caused.
- Give a verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individual.
- Send a child to another appropriate adult to explain their misbehaviour.
- Refer to a member of the Senior Leadership Team/Headteacher.

Within the classroom /learning environment we have developed a flexible system which gives children clear guidelines and makes them aware of the consequences of their actions. It is anticipated that the vast majority of our children will never reach the end of Stage 1, however, should behaviour deteriorate the subsequent stages will come into effect:

Dealing with a significant behaviour incident

Our procedures are organised into four stages, and the related sanctions run parallel to our Anti -Bullying policy

Stage 1

- Verbal warning
- Name on board

Name on board + tick = Go and speak to another adult. If the child cannot return to their own class they should go to their parallel Year group class and continue with their work. This should result in a Behaviour log on CPoms and the teacher to inform parents/guardians.

Stage 2

- Visit to Deputy Head teacher/Assistant Head teachers [there is one in each teaching team]. This will lead to a behavior log on the CPoms system.

Stage 3

- Interview with head teacher, with phone call to parent/carer. Child placed on a Behaviour Log requiring a parent/carer to contact school at the end of each day to see class teacher, and head teacher on a Friday. The length of the Behaviour Log period will be agreed with class teacher, head teacher and parent.

Stage 4

- Behaviour Conference involving head teacher, parent, class teacher and child. This would be held during school day, and appropriate actions/sanctions would be decided by conference members as appropriate.

Portable Devices

Children are not allowed to bring any electronic devices in to school unless they have been granted permission and told they can do so e.g. on a treat afternoon.

The Role of Governors

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

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Prior to the exclusion of a child these steps must be taken:

- Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident.
- Full consultation with all relevant staff about the child's challenges.
- Involvement of the child where appropriate including reasons for action taken.
- Discussion with the Educational Psychologist and/or outside agencies.
- An opportunity for parents to present their case.
- Pastoral support plan written.

If the Headteacher excludes a pupil, he informs the parent/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parent/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parent/carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. **The Headteacher must inform social workers or VSH where relevant.**

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. **The Headteacher may withdraw an exclusion that has not been reviewed by the governing body.**

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parent/carers and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Emotional and Behavioural Difficulties

Children may struggle socially and emotionally for lots of different reasons. This may be short or long term depending on the individual child and their circumstances. In addition, some pupils may have specific SEN related conditions affecting their behaviour, such as autism. We work closely with families to provide bespoke support approaches for these pupils.

To support children experiencing difficulties we:

- Talk to the child on a regular basis and handle sensitively issues raised. This may be with the class teacher or teaching assistant.
- Liaise with parents and outside agencies if necessary.

Depending on the nature of the difficulty we set up individual programs for children such as:

- Self-esteem /Anger management.
- Talk groups.
- Circle of friends groups.

The above are delivered by trained /experienced staff in school. We may refer children to counselling or specialist bereavement counselling via outside agencies. We may also refer to CAMHS, the educational psychologist and other outside agencies for support for families and advice.

Parents are always consulted before any of the above support is put in place and they are kept informed of their child's development. If other children are involved in support groups, as positive role models, permission is gained from their parents.

Individual Behaviour Programmes

Individual behaviour programmes are set up for severely disruptive pupils. These are tailored specifically to the needs of the individual. Parents will be informed if their child has an individual behaviour programme and targets, rewards and sanctions will be shared with them. The class teacher, Head Teacher, parent/carer and child will be involved in reviewing and setting targets.

Behaviour That Requires Reasonable Force (see also Physical Intervention Policy)

Use of reasonable force – KCSiE 2021

The new guidance also places a greater focus on cautious application of force to control or restrain a pupil. To meet requirements, schools now have a statutory duty to:

- ☑ Create individual plans to minimise the likelihood of challenging behaviour;
- ☑ Where such behaviour does occur, implement measures to minimise the use of physical restraint.

With the dissemination of individual assessments and plans to relevant people, every member of our school staff should be able to consistently apply de-escalation measures, reducing the need for physical restraint. We will ensure relevant staff are trained and supported by leaders to manage situations requiring possible use of physical intervention to keep children safe.

We believe it is key that staff are able to recognise the signs of escalating anger and approach the student in a calm manner. Recognised de-escalation techniques include verbal strategies, such as maintaining a calm tone of voice and not shouting or verbally threatening the person; and non-verbal techniques, including an awareness of self, body stance, eye contact and personal safety.

Use of force will always be a last resort when all other identified measures have failed.

KCSiE 21 Part 2 : The use of ‘reasonable force’ in schools and colleges states, 127, “There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.”

- DfE departmental advice for schools is available at Use of Reasonable Force in Schools.

109. *“The department believes that the adoption of a ‘no contact’ policy at a school can leave staff unable to fully support and protect their pupils and students. It encourages head teachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. 110. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force”.*

These incidences are extremely rare, but may occur. Reasonable force means using no more force than is needed to ensure that children are safe. This may mean standing between pupils to prevent them from hurting each other, blocking a pupil’s path or leading a pupil by the arm away from a classroom or an incident. Sometimes restraint may be used. This would only be used in extreme circumstances, eg when two pupils are fighting and refuse to separate without physical intervention.

Reasonable force will only be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision or not of whether to intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstance. As a school we will follow guidance in KCSiE 2021.

We do not require parental consent to use force on a child. However should such a circumstance occur we would be in touch with parents to discuss the incident and develop a way forward.

All support and teaching staff at Jesse Gray received CRB training (Jan 2021) and further training of this kind is developed in response to need through a key group working with a particular child

Malicious Allegations Against School Staff

Allegations of abuse will be taken seriously, and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Pupils' Conduct Outside The School Gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour 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 conditions above 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.

Confiscation of Inappropriate Items

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" including:

- 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

Staff can search pupils with their consent for any item.

At Jesse Gray if any of the above items are found then parents and police will be informed so that appropriate action can be taken.

Recording

Incidents will be recorded by staff in the CPoms logging system. All incidents will notify the Assistant Head/Behaviour lead. Serious assaults are recorded on the appropriate form and sent to the Health and Safety Executive

Monitoring

CPoms is monitored regularly for trends in behaviour by the Assistant Headteacher/Behaviour lead so that these can be addressed. Any bullying behaviour will be dealt with as detailed in the 'Anti-Bullying Policy' and is logged in the relevant section of CPoms.

Our Behaviour and Discipline Policy operates in conjunction with the following policies:

- Anti-bullying Policy
- Exclusion Policy
- Special Educational Needs (SEND)
- Equality Policy
- Attendance Policy
- Safeguarding and Child protection policy
- Disability Discrimination Scheme
- E- safety Policy
- Feedback and Marking

REVIEW

This policy will be reviewed annually in the Autumn Term

Signed _____ Date _____ Chair of Govs

Signed _____ Date _____ Head Teacher