

Stepney Primary School



A Small School With Great Expectations

Behaviour & Discipline Policy

At Stepney raising the achievement and basic skills of pupils and ensuring that they reach their full potential is the responsibility of all staff

1. AIM

To foster standards of individual and social behaviour in school by developing mutual respect, so increasing self-discipline and social responsibility.

To establish and embed consistent rules so that effective teaching and learning can take place.

2. OBJECTIVES

In partnership with pupils, parents and governors our objectives are to:

- enforce school rules to promote safety and good order, and communicate these rules clearly to pupils, parents and governors;
- apply rules firmly and consistently with high levels of supervision, and all staff to provide a good example in their behaviour towards pupils and each other;
- provide real opportunities for children to behave with fairness, consideration and responsibility, and nurture children's confidence and self-esteem by recognising all their achievements, social, sporting, academic and non-academic;
- listen with genuine interest to children and encourage them to listen, take turns, put others first, not leave others out and abide by the rules of games;
- ensure effective classroom management with a stimulating and suitably differentiated curriculum addressing the needs of all our pupils, promptly seeking appropriate advice and assistance;
- provide as interesting and pleasant a physical environment as possible, discouraging littering and vandalism and promoting respect for our environment;
- to develop and enforce an anti-bullying policy;
- to foster an inclusive environment for all, promoting community cohesion.

3. IMPLEMENTATION

The school uses a form of assertive discipline, coupled with restorative practice techniques and strategies. We use a whole school approach to rules, rewards and sanctions. As a school we have a fair and consistent approach to supporting children's behaviour.

4. ROLES AND RESPONSIBILITIES

4.1 Teaching Staff

All members of staff have a joint responsibility in the implementation of this policy.

Essential to this are:

- regular discussion arising from specific difficulties;
- accurate recording of specific issues;
- seeking commonly agreed solutions;
- support from senior staff and external agencies when necessary;
- mutual support amongst class teachers.

4.2 Non-teaching Staff

The Teaching Assistants support children in the classroom with a consistent approach to discipline and learning.

Lunchtime supervisory assistants are provided with training in play activities, restorative practices, behaviour management, and aspects of Child Protection. The Head and Deputy support them in their tasks as appropriate.

4.3 Whole school

Our school rules are:

- Follow instructions the first time;
- Look after things and keep things tidy;
- Keep your hands, feet and comments to yourself;
- Put your hand up when you want to say something;
- Ask if you need to leave the classroom.

These are whole school rules, to allow a consistent approach, and are enforced by all staff.

5. REWARDS

Children are praised and rewarded by class teachers and non-teaching assistants. Pupils may be sent to other teachers or the Head to show good work.

Children's achievements are recognised in a weekly Achievement Assembly. One child is chosen from each class to receive a 'Star of the Week' certificate, sticker and pencil. Staff keep a record of this to ensure that all children receive this award at least once in the academic year.

In addition to the weekly Achievement Assembly, a child is chosen from each class on a weekly basis to celebrate achievement in both maths and either reading or writing.

As well as recognising children's achievement in the weekly assemblies, their work is celebrated by being put on display in the communal areas of the school. Each phase has their own allocated maths and writing display boards.

Throughout the year we have further assemblies to present awards and celebrate other achievements such as swimming and cycling.

There is a 'Golden Time' session on a Friday afternoon for all pupils that have not been in detention twice.

Pupils are organised into four houses: Johnson, Pearson, Sullivan and Wilberforce. House points are awarded during the week. These are then collected by the House Captains (a year 6 boy and girl from each house). For the winning house each week four points will be added to the board in the hall then three points for second place etc. A special prize or activity will be given/arranged for the house who wins each race.

In addition, stickers, certificates and other small prizes are issued by any member of staff as and when appropriate.

6. SANCTIONS

Where possible restorative practice techniques and strategies will be followed: these will include restorative circles.

Sanctions follow an Assertive Discipline approach. These follow 5 stages:-

- If a rule is broken → Pupil will be given a verbal warning.
- If a further rule is broken → Pupil will miss 5 minutes of his/her playtime
- If a further rule is broken → Pupil will miss 10 minutes of his/her Playtime
- If a further rule is broken → Pupil may be sent to an alternative class for 15 minutes 'time out' and miss 10 minutes of his/her playtime.
- If a further rule is broken → Pupil's parents may be contacted by the class teacher and/or the Head or deputy Headteacher

No child can earn minutes back from these sanctions.

7. STEPPING DOWN

If patterns of persistent poor behaviour emerge but a pupil is not getting to the stage that parents would be contacted, it may be necessary to 'step down' so that parents are contacted earlier e.g. after 2 or 3 stages.

8. DETENTION

Detentions are supervised by a senior member of staff and the number of times a pupil has detention is monitored. For children who appear in detention

repeatedly within a week, letters are sent home to inform parents of this matter. In addition, the child receives a 'red card', which means that they must report to the Headteacher to discuss their behaviour. These children lose their right to be included in 'Golden Time.'

9. PASTORAL SUPPORT ROOM

More serious offences may mean the child spends time in the Pastoral Support Room. This is at the Head's discretion and offers an alternative to exclusion. Parents will be informed. Every time that a child has to spend time in the Pastoral Room an entry must be made in the Pastoral Room log (kept in the Headteacher's office)

For repeated serious offences, or for those at risk of exclusion, pupils may need a Pastoral Support Plan. These are managed by the SENCO or other senior member of staff. Parents and other relevant agencies will be invited to attend these meetings. Class teachers will be expected to liaise with parents and inform parents if the child has had a good day. There will be follow up meetings dependent on the progress made by the child. These will normally occur once a fortnight, however, the final decision on timings will be decided at the PSP meeting.

In extreme cases pupils may be excluded from the school. This will involve the Governing Body.

Poor lunchtime behaviour is reported to the Senior Supervisor. As appropriate he/she will send a letter home to parents or report the incident to the Head. Records of lunchtime incidents are kept by the senior supervisor.

For repeated poor playtime and lunchtime behaviour, a warning will be sent to parents, if this continues the child may be excluded from dinnertimes for up to one week.

10. PUPILS WITH COMPLEX EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

A range of strategies will be used to support pupils with more complex needs, to avoid exclusions wherever possible. These include:

- Individual Behaviour Plans;
- Self-esteem programme;
- Close liaison with home;
- Referral to Primary Behaviour Referral Unit (SENCO).

11. TEACHING STYLES

Consistency in teachers following guidelines is very important, as is the organisation of the framework within which pupils may work. It is also true to say that children learn better and behave better when they are stimulated and challenged.

In an effective working environment one would expect high levels of industry, low noise levels, effective pupil talk and movement around the class that is work-related.

Communication between teacher and pupil is clearly important in class if pupils are to make progress.

12. USE OF RESTRAINT

The Headteacher and senior management recognise the serious implications for all concerned when the use of physical intervention becomes necessary. In particular, they acknowledge the stress and very real anxiety that such actions can and do generate in children and young people, parents/carers and staff. With this in mind, the school follows procedures to ensure everyone has a positive and safe way of responding to behaviour that requires the use of physical intervention.

13. MINIMISING THE USE OF FORCE

In order to minimise the use of force, staff work within the framework of the following principles and procedures:

- creating and maintaining a calm environment that minimises the risk of incidents arising that might require using force;
- using Social and Emotional Aspects of Learning (SEAL) approaches to teach pupils how to manage conflict and strong feelings;
- de-escalating incidents if they do arise;
- only using force when the risks involved in doing so are outweighed by the risks involved in not using force;
- using positive handling plans for individual pupils.

14. STAFF AUTHORISED TO USE FORCE

A significant proportion of the staff have been trained appropriately in the use of restraint techniques 'Team Teach' and should be called upon if such a need arises. Decisions on whether or not physical intervention is necessary, will be made in accordance with the 'Team Teach' guidance.

14.1 Recording and Reporting Incidents

All incidents involving restraint and/or the use of significant force must be recorded in the **Positive Handling Record and Response** book. This record must be completed on the day of the incident and include the names of all members of staff involved and any witnesses. It is the responsibility of the lead teacher involved in the incident to ensure a phone call is made to the child's parents/carers on the day of the incident.

For further information please see the Team Teach handbook and The Whitehouse PRU policy on the use of restraint. Both of these documents are available from the Child Protection Coordinator, Miss J Atkinson.

15. PUBLIC SECTOR EQUALITY DUTY

Please note: When we have updated policies from April 2012 onwards, we have referred to the requirements of the PSED, which state that as part of their statutory duties, schools need to comply with this by 6th April 2012.

The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty. The author/s of this document and the Policy Committee of the Governing Body, which checks all policies before publication, considered this policy in the light of these requirements to ensure that Stepney Primary School adheres to these statutory regulations.

13. PERSON RESPONSIBLE

This policy has been updated by Miss J Atkinson
Summer 2015

To be reviewed in Summer 2016