



SURREY STREET PRIMARY SCHOOL

Learning for Life

Well Being, Behaviour and

Discipline Policy

February 2018

Review	Yearly
Date of next Review	February 2019

STATUTORY

Behaviour Philosophy

At Surrey Street, we believe that positive and desirable behaviour for the whole school comes from valuing the worth of everyone in the community.

Aims

At Surrey Street, we encourage the children to value themselves and others and to recognise and celebrate their differences. We endeavour to provide a skilled and committed environment where every child can achieve regardless of their ability. We are concerned that children learn to behave responsibly and thoughtfully and develop respect for persons, place and property. We aim to work in partnership with parents and encourage self-discipline in the children. Here at Surrey Street, we recognise that there is a strong link between poor emotional well-being and negative behaviour. To address this, the Wellbeing Co-ordinator, Mrs Laura Ross, and Mrs Sarah Jackson (SENCO) have become Mental Health Champions by completing the training delivered by Place2be in June 2017.

Values

The values we aim to promote are:

Forgiveness	Sharing
Manners	Friendliness
Helpfulness	Fairness
Self – respect	Self – Discipline
Respect	Politeness
Kindness	Responsibility

Why we need a Behaviour Policy

- To enable all members of the school community to discuss concerns over inappropriate behaviour.
- To establish shared expectations over what is appropriate behaviour.
- To reinforce a positive school ethos.
- To develop acceptable rewards and sanctions which encourage appropriate behaviour.
- To encourage positive approaches to learning through a relevant and meaningful curriculum for each child.
- To encourage a sense of “pride” in and commitment to the shared values of our school.
- To foster co-operation between all members of the community.
- To ensure parents/carers are aware of our beliefs and become proactive in supporting the school ethos.
- To help organise the school through positive and caring management.

School Rules

We have three school rules that underpin behaviour expectations in the school.

- 1. Show good manners at all times**
- 2. Follow all instructions**
- 3. Stay in the supervised area**

These rules are discussed with the pupils on a frequent basis and have a high profile in school life. A child who breaks one of these rules could receive a lunchtime detention (see below).

Outside Behaviour

A set of playground/field agreements have been formulated:

- I will stay in the playground unless I have a toilet card, have permission from an adult or am in detention.
- I will not climb on any fences or go near/under the ramp.
- I will not go onto the grass unless instructed.
- I will tell the adult on duty if anyone hurts me.
- I will not use offensive language.
- I will not jump down any stairs.
- I will respect other children and their property.
- I will play sensibly with other children.
- I will share the equipment with other children and take turns.
- I will remember not to throw stones or equipment around.
- I will stand quietly and still when the first whistle is blown. After the second whistle is blown, at break time I will walk to where I need to enter the building; at lunchtime, I will walk to my class line.

Reward System

Our reward system will be used as an incentive towards good behaviour. It is, however, our ultimate desire to see children display good citizenship because they understand the true value of this in society.

- Children's achievements, academic or otherwise, will be recognised.
- Rewards will be accessible to all children.
- Assembly will be used as an opportunity to acknowledge achievements and to foster a sense of community.
- Children will be encouraged to share their achievements with staff, parents and peers.
- Examples of children's learning and achievement will be displayed in the school, in the classroom environment and on the website.
- Parents will be informed of achievements.
- The school operates a points and merits reward system. These are awarded for learning or good behaviour:

Early Years and KS1 award points with a weekly reward as appropriate.

Key Stage 2

100 housepoints	=	1 certificate
3 certificates	=	1 merit bar (in the house colour)
6 certificates	=	1 merit shield (in the house colour)
10 certificates	=	1 gold shield/special certificate/brick on wall
15 certificates	=	1 platinum shield/special certificate/brick on wall
20 certificates	=	1 diamond shield /special certificate/brick on wall

The certificates are presented in assembly. Parents of children getting their first certificate or one of the 'badge' certificates (3, 6, 10, 15, 20) are informed by an e-card in an email and invited to attend the Friday family assembly. Other certificates will be presented in class.

Points also contribute to the House teams and are collected on a class chart on a daily basis and transferred to a School Chart each term. The House Cup is presented half-termly.

KS1 operates a star system: if children do not receive any red or yellow cards, then they shall receive their star for that day. Each star earns the child five minutes of 'star time' on Friday.

KS2 classes operate a marble system; the class (not individuals) can earn marbles for good behaviour, effort etc. 10 marbles a day are available if 40 marbles are gained in the week the class earn 30 minutes of special time. If 50 are reached there is an extra reward from the Headteacher.

Golden Achievement Award

This is a special award presented for an outstanding display of good behaviour, helpfulness, achievement etc. It is also awarded to the Learner of the Month from each class.

Parents are informed and invited to the special Friday assembly. A golden brick is added to the Golden Wall of Achievement outside the Hall. The child also has a certificate to take home and each Learner of the Month is invited to a celebratory tea with the Headteacher.

Other Rewards

All opportunities are used to praise good work, behaviour and effort.

The following are used.

1. Commendations (reward stickers) and positive remarks, both oral and written.
2. Personal contact with parents to praise good behaviour.
3. Showing work to other children and staff.
4. Headteacher award stickers.

Staff recognise that rewards need to cover the broadest range of academic and non-academic achievements.

Circle Time

The school promotes the use of 'Circle Time' as a strategy for raising self-esteem and providing opportunities for children to discuss problems and address concerns. Each class uses its own format but ultimately believes in valuing every child's contribution.

Other Strategies for Promoting Good Behaviour.

- Taking full account of the implications for pupil behaviour when reviewing grouping arrangements.
- Being enthusiastic and using humour to create a positive classroom atmosphere.
- Continually observing class behaviour to 'nip in the bud' any disruptive element.
- At the beginning of the academic year, each class discusses and decides on a set of classroom agreements which are displayed prominently in the classroom. This gives the pupils ownership of the rules and provides positive peer pressure to keep them.
- Pupils are sent to SLT/ Headteacher to report good learning or report on a behaviour target which has been achieved.

Staff Roles

Role of Headteacher

1. The Headteacher has overall pastoral responsibility for both children and staff. Every effort should be made by him/her to become informed and involved about individual strengths and weaknesses, personalities and friendships within the school community.
2. The Headteacher needs to take the lead in defining the aims of the school in relation to standards of behaviour.
3. The Headteacher needs to ensure that these standards are consistently applied throughout the school by regular monitoring and talking to individual staff members.
4. The Headteacher has an important role in modelling the types of behaviour encouraged by school policy to both staff and pupils.

Role of Teachers/Teaching Assistants/MDS

1. Staff need to recognise and praise good behaviour as well as dealing with unacceptable behaviour.
2. Staff need to develop a whole school approach to promoting good behaviour.
3. All staff are responsible for monitoring and dealing with unacceptable behaviour when they encounter it.
4. Staff need to watch for 'brewing' behaviour and attempt to prevent a situation escalating. (Divert child's attention, send on an 'errand', sit with child etc.)
5. Staff should recognise that Personal and Social Education is important as a means of promoting the values of mutual respect, self-discipline and social responsibility, which underlie good behaviour.
6. The pastoral role of staff is very important.
7. Staff should model the types of behaviour encouraged by the school policy.
8. Rules should be applied consistently by all members of staff, but there must be flexibility in the use of sanctions to take account of individual circumstances. This should be discussed with SLT.
9. Regular attendance at CPD around the theme of child mental health and understanding behaviour
10. Sanctions should make the distinction between minor and more serious misbehaviour clear to children and should be fairly and consistently applied. Staff should only raise their voice when appropriate and not as a matter of routine.
11. Staff will ensure that all children involved in any incident will have the opportunity to explain their point of view.

12. The Wellbeing Coordinator will investigate and record playtime/lunchtime incidents and then refer serious incidents to Class Teacher/ Year Leader. Year Leaders (class teacher) will make the decision to refer up to the Assistant HT if required.

Strategies for Dealing with Unacceptable Behaviour

Class teachers are responsible for their own classroom discipline. As far as possible incidents are dealt with as they occur. It is our strong expectation that a quiet word may be enough to curb a child’s unacceptable behaviour. The child, however, must be in no doubt that there is a firm and consistent framework of discipline. This, we believe, provides security for each child

The agreed framework for dealing with individual unacceptable behaviour is as follows:

Key Stage One	
1.	Positive comment to others, e.g. lots of you have remembered how to listen properly.....to draw attention to the required behaviour.
2.	Non-verbal communication – ‘the look’ or verbal communication (warning by saying name) - normal tone of voice, plus model good behaviour with actions where appropriate.
3.	Yellow Card 1 with no comment
4.	Yellow Card 2 with no comment
5.	Timeout for five minutes in time out area of class
6.	<u>Year 2 only</u> If behaviour continues, child to receive red card = detention Three detentions will trigger detention with Head Teacher
<p>Behaviours that warrant a yellow card:</p> <ul style="list-style-type: none"> • Calling out • Not following instructions • Talking when the teacher is talking • Responding inappropriately to classroom events 	
<p>Behaviours that warrant further steps:</p> <ul style="list-style-type: none"> • Hurting someone • Swearing (heard by a member of staff) • Leaving the supervised area • Breaking school property • Throwing objects such as sticks/stones • Racist comments (following investigation by the Headteacher) <p><u>Year 1:</u> Instant timeout - children are sent instantly to Year Leader</p> <p><u>Year 2:</u> 15 minute detention (If the incident has occurred in the morning, the detention will be at lunchtime; if the incident occurred in the afternoon the detention will be at 3.15 with the Behaviour Support Team (BST)– if two red cards are given in a day, the child will be sent to BST for remainder of the session)</p>	

Keeping KS1 parents informed:

Concerns about a child's behaviour will be raised with the parents as soon as it is felt to be necessary, and definitely, if a Year 1 child has been sent to the Year Leader or a Year 2 child has been given a detention.

Key Stage Two	
1.	Make a positive comment, e.g. lots of you have remembered how to listen properly.....to draw attention to the required behaviour.
2.	Non-verbal communication with the child - ' the look' – or verbal communication (warning by saying name) - normal tone of voice, plus model good behaviour with actions where appropriate.
3.	Yellow Card 1 with no comment.
4.	Yellow Card 2 with no comment.
5.	Timeout for five minutes in time out area of class
6.	Timeout for five minutes in nominated classroom. Children must take timer to the receiving classroom.
7.	Red Card and 30-minute lunchtime detention. Note: Yellow card system starts again at the beginning of each session/lesson
Behaviours that warrant a yellow card:	
<ul style="list-style-type: none"> • Shouting/calling out • Getting out of their seat without permission • Talking between tables • Answering the teacher back • Talking when the teacher is talking • Responding inappropriately to classroom events 	
Behaviours that warrant an automatic detention:	
<ul style="list-style-type: none"> • Leaving the supervised area • Swearing (if blatant and heard by member of staff): • Insulting a member of staff (heard by member of staff) • Throwing objects such as stones/sticks • Throwing objects in anger – chairs, pens.... • Violence towards others – fighting, hitting, spitting.... • Racist comments (following investigation by the Headteacher) • For Year 6 only: for not having correct equipment – PE kit, Learning Log, Reading Record - 3 times in any half term <ul style="list-style-type: none"> ○ In other year groups, when children do not have the correct equipment, notes are sent home. On the second occasion in a half term, the class teacher will speak to the parent. On the third occasion in a half term, the parent will be invited to meet phase leader. 	

If a child has been given a detention but a member of staff is particularly concerned about the child's behaviour, the child can be sent to the AHT/DH for further reprimand, which may result in the child having to discuss their behaviour with the Headteacher.

Keeping KS2 parents informed:

Detention number (in a half-term)	Procedure
1	Text sent home
2	Text sent home
3	Text sent home
4	Class teacher to call/meet with parent
5	Headteacher to call/meet with parent
6	Internal Exclusion
7	External Exclusion

Parents may be spoken to at an earlier stage than specified above if it is felt that this would be beneficial for the child. Parents may also contact the school if they would like further information about their child's behaviour.

Exceptions

Extraordinary, specific and short-term measures/exceptions may be put in place for particular children if negotiated in advance with the Assistant Head, Deputy or Headteacher.

Other Sanctions used in School to Address Anti-social Behaviour

- A child may be asked to redo unsatisfactory work.
- A child may be given a task to make amends e.g. repairing or making good minor damage.
- A child may be asked to make a verbal or written apology.
- A behaviour book may be set up where the child's behaviour is recorded on a daily basis and the information goes home. Parents are asked to report on the child's behaviour at home. It is very effective when parents are seen by the child to be supporting the school.
- If, when planning a class trip, the class teacher, in agreement with the Headteacher, believes that a child's behaviour poses a health and safety risk, the child may be prevented from going on the trip.

Use of reasonable force

Reasonable force is defined as a degree of physical contact required to control or restrain, using no more force than is needed. School staff should always try to avoid acting in a way that might cause injury but in extreme cases, it may not be possible to avoid injuring the pupil. (*DfE guidance, Use of Reasonable Force, July 2013*).

All members of staff have the legal power to use reasonable force to control or restrain children to prevent them from hurting themselves or others, damaging property, or from causing disorder. This includes:

- removing a child from the classroom where they have refused to follow an instruction to do so
- preventing a pupil behaving in a way that disrupts a school event, trip or visit
- preventing a pupil from leaving the classroom where that would lead to a risk to their safety or lead to behaviour that disrupts the behaviour of others
- preventing a pupil from attacking a member of staff or another pupil or to stop a fight in the playground
- restraining a pupil at risk of harming themselves through physical outbursts
- searching a pupil without consent for 'prohibited items'

Schools do not require parental consent to use reasonable force on a pupil. Surrey Street Primary School has a team of Team Teach trained staff. This training focuses on safe handling techniques and defusing situations, to minimise the likelihood of a child needing to be restrained at all. In the event of restraint being required, they will be called to deal with the incident. In their absence or in an emergency, any member of staff is authorised by the Headteacher to use reasonable force.

Force will never be used as a punishment.

In the event that a pupil complains when force is used on them, it will be thoroughly investigated. The onus is on the complainant to prove his/her allegations, not on the member of staff to show s/he has acted reasonably. If the above guidance has been followed, staff will have a defence to any criminal prosecution. Any malicious accusations against school staff may lead to legal action.

Exclusions

Internal Exclusions

In some situations, we may decide to withdraw a child from their class for a fixed period – this is called an internal exclusion. The child will have to complete work in the wellbeing room - a member of the wellbeing team will supervise the child. A child could be given an internal exclusion for a number of reasons, including bad behaviour with a supply teacher, persistent poor behaviour in class or on the playground, if the child has had 6 detentions within a half term, or if we feel that an internal exclusion would be more beneficial than an external exclusion. The Headteacher/SLT and Wellbeing Co-ordinator will decide whether this sanction will be used with a child and parents will be notified.

Fixed-term External Exclusions

The Headteacher reserves the right to override all procedures if it is felt the situation warrants it, such as a child making an assault on another child or member of staff. The sanction of a fixed term exclusion may then be used.

Fixed term exclusions may also be used by the Headteacher for a child who is persistently disruptive, which may include a child who has had 7 detentions within a half term, and has not responded to any of the behaviour modification strategies put in place to support the child.

Where a child is excluded for a fixed period, the exclusion will be for the minimum time required to ensure that the child and others in the school understand that the behaviour has been unacceptable. Where it is necessary to exclude a child for the first time, a fixed period exclusion of one day will often be appropriate. Details of the period of the exclusion and the reason for it will be provided to the parent in a letter, together with the information on how the parent can make representations to the governing body.

When a child is excluded for a fixed period of up to 5 consecutive school days, the child will be given appropriate school work to do at home, which will be marked when s/he returns to school.

The parent and child will also be requested to attend a reintegration meeting with the Wellbeing Coordinator on the child's return to school following a fixed-term exclusion. This meeting allows the child, parent and Wellbeing Coordinator to discuss the impact of the exclusion on the child's behaviour and identify ways in which the child can be supported in modifying their behaviour in future.

For fixed period exclusions of more than five school days, the governing body will arrange suitable full-time education for the child.

Permanent Exclusions

In exceptional circumstances, the decision may be made to exclude a child permanently. This decision would only be taken in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Bullying and Racism.

See separate anti-bullying policy.

Pupils with SEN

Staff acknowledge the need to arrange for assessment of children with emotional and behavioural difficulties at the earliest stage, so that their needs can be met and that educational opportunities for other pupils are not endangered. The school acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with SEN.

Beyond the School Day

The law also gives teachers the power to discipline pupils for misbehaving outside of the school if it is reported to the school or witnessed by a staff member. This could be when:

- travelling to and from school
- a pupil is wearing school uniform
- a child is in some other way identifiable as a pupil at the school
- a pupil poses a threat to another pupil or member of the public
- behaviour could adversely affect the reputation or orderly running of the school

The school will also use this to discipline pupils in the care of their parents whilst on the school's premises and the Cutenhoe Road site. Sanctions in line with this policy will be used.