Behaviour and Discipline Policy

"Teachers have the right to teach
Pupils have the right to learn"

At Engayne Primary School, we believe that:

- Everyone should be treated with respect and courtesy.
- Consideration should be given for other people's feelings and opinions
- All members of the school community should take responsibility for our environment
- The rules of the school are intended to ensure safety, welfare and order and it is in everybody's interest to see that they are obeyed
- Problems should be discussed and conflict avoided

These principles, underpin all the rules of behaviour and discipline within the school and on school trips. They apply to staff and pupils alike. Parents and other visitors to the school are also expected to abide by these principles. These principles are also reflected in the Engayne Values. See appendix 1.

This policy is to be read in conjunction with Behaviour and Discipline in Schools. DfE publication January 2016

Rationale

It is essential that we show respect for one another, in order that the school may progress and to foster feelings of self-worth and self-respect. Our school rules and expectations aim to give clear guidance to staff, pupils and parents as to acceptable and agreed behaviour in most situations including when using online sites and messaging apps. By following rules and acquiring habits of good behaviour pupils will develop self-discipline. Good behaviour and consideration for others will in turn attract praise and approval.

As children mature, we expect them to learn good habits and to develop a moral sense of what is right and what is wrong. We believe that our Behaviour and Discipline Policy encourages this development and sets a standard for everyone in the school community to meet. Good behaviour and respect for others will be rewarded and discipline sanctions will be applied fairly and consistently.

The Governing Body will periodically review these principles to help the headteacher determine the measures that make up the school's behaviour policy. This duty cannot be delegated. The board must consult the headteacher, other appropriate members of staff, parents and all registered pupils before making or changing this statement of principles. The policy is published on the school's website.

Section 1 -Behaviour Management Plan

Pupils and staff have been involved in a consultation process to produce this Behaviour Management Plan.

The Behaviour and Discipline Policy consists of three basic elements

- The rules which pupils must follow
- The rewards which pupils receive for following the rules
- The consequences which result from not following the rules

All children and staff must be aware of expectations throughout the school and these will, where appropriate, be displayed prominently.

There are rules, which apply to the whole school and specific areas such as the classroom and playground. Rules for online behaviour are taught to the children and are revisited at the beginning of any lessons which involve the use of a device that is connected to the internet.

School rules

1. Follow instructions the first time they are given.
2. Be ready to work hard and learn in each lesson.
3. Walk quietly and sensibly when moving around the school and classroom.
4. Speak politely, kindly and be honest, with only one person speaking at a time.
5. Show respect by listening carefully to others.
6. Keep hands, feet and objects to yourself.
7. Take responsibility for and look after all property.

Playground Code of Conduct

1. Play in agreed areas.
2. Play gently and kindly
3. Continue to follow the school rules

Online Acceptable Use Agreement

Please refer to the acceptable use agreement. This is discussed with and signed by all children at the beginning of each academic year.

Foundation Stage will have some flexibility when working towards these rules, especially in the Autumn Term. In addition KS1 will use "Give Me 5" guidance for supporting pupils for rule 2.

It may well be that we will amend or change these rules from time to time in the light of experience, however rules will always be observable, applied consistently and let the pupils know how to behave.

Rewards

Praise needs to form an integral part of a learning environment. It creates positive attitudes and builds mutual respect.

Individual Positive Recognition

1. Verbal praise and stickers
2. Award of House Point
3. Award teacher certificate when score reaches 10 (years 5/6) or 20 for all other year groups
4. Third 'gold' certificate (from Head Teacher) to be presented in assembly (30 points for Years 5/6 and 60 for all other year groups)
5. Two children from each class to be chosen weekly (Worker Of the Week and Star Writer) by class teacher in recognition of real effort/achievement. Name and nature of award to be recorded in a book displayed in school entrance hall and awarded badge in assembly.
6. Phone call/note home for special effort/work

The House Point system will start from Reception, when pupils are given the colour relating to their House. Houses (or colours) will reflect a range of abilities and talents

The Foundation Stage will also use an intrinsic reward system in conjunction with House Points or colours.

Class Rewards

These are used to encourage whole class good behaviour inside and outside the classroom and include rewards for good lunchtime behaviour given by the MDS team and tidy classroom rewards. Individually agreed hierarchy of class rewards can be earned. These will be negotiated with the class and the Head Teacher.

Consequences

Disruption will be dealt with calmly and quickly using the following hierarchy of consequences if the pupil chooses not to keep the rules.

1. Warning
2. Work away from others in class
3. Send to another class
4. Lose a playtime *
5. Inform Parents (at an appropriate point considering the age of the child)
6. Send to Head Teacher/ member of the SLT

*Consequence 4 may, in special circumstances be used sooner should the nature of the misdemeanour warrant it.

Teachers should inform parents at an early stage of their child's behaviour if consequences need to be used too frequently or forms a pattern. An individual behaviour plan may be put in place in the short term to help a child to learn behaviour expectations.

NB Severe misdemeanour clause such as those described in section 3 of this policy – send directly to Head Teacher. At which point the Head Teacher /SLT may decide to isolate the pupil from usual school activities with their class for a set period

Consequences will generally be carried out as soon as possible after the sanction has been given. However records will be kept of more serious misdemeanours.

Missed Play Book

The 'missed play' book is set out in classes so it enables each class teacher to monitor the children more carefully. The book is checked on a weekly basis. If a child has been entered into the book too frequently then parents are called and the child spoken to by a senior member of staff. Other consequences might be implemented for the child.

Lunch Times

The school rules continue to apply at lunch time alongside the playground code of conduct.

Incidents that occur during the lunch time are recorded in the incident book. Each phase leader will monitor the book and be responsible for dealing with children who have misbehaved.

Serious misdemeanours such as fighting and swearing or defiant/deliberate behaviour will result in the child missing all or part of lunchtime play. This must be recorded in the incident book. If they are in missed lunch three times in a half term, parents are phoned and informed. The senior leader in charge of behaviour and safety will track this and be supported by the Senco. Individual behaviour plans will be put in place where necessary and this may include a parents being asked to take their child home for lunch.

Social Club

Children who find play and interaction with others difficult can attend a social club at lunchtimes. The main aim is to teach children skills to help them play successfully with other children. Any teaching member of staff can refer a child to attend in consultation with the Senco and adult taking the group.

Section 2 -Further Action

Where a child's behaviour becomes frequent or begins to form a pattern then a behaviour contract or individual behaviour plan will be put in place. If a pupil frequently reaches the higher stages of this discipline hierarchy the Head Teacher/ Senco will consider whether it is necessary to place the pupil's name on the school's special educational needs (SEN) register and an action plan be drawn up. Where necessary, assistance may be sought from LA support services and other outside agencies.

In exceptional cases, where positive attempts to address the pupil's problems do not produce any improvement in the situation, an Early Intervention Meeting will be called. This may involve an education welfare officer and a member of the Behaviour Support Service, or an educational psychologist. Where a referral has been accepted by the Child and Family Consultation Service, they will also be invited to attend. A social worker from the Adolescent Team will also be invited so that any Social Services input to the child, or family, is integrated with the school support.

Early Intervention Meeting

The purpose of an Early Intervention Meeting is to

- Outline clearly the nature and extent of the child's behaviour difficulties and how it is affecting the child and the life of the school
- Try to identify the circumstances that might be causing the behaviour
- Agree any action that may be required by those present
- Make clear the consequences if the child's behaviour does not improve

When all these steps have been taken, and the pupil's behaviour has not improved, then it will be necessary to consider exclusion for a fixed period or permanent exclusion.

Section 3- More Serious Behaviour Issues

In this section, general expectations and actions are outlined; however reference is made to specific policies that should be read in conjunction with this policy.

Peer on Peer Abuse

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should be aware of safeguarding issues from peer abuse including:

- Bullying (including cyber bullying)
- Gender based violence
- Sexual assaults and sexting.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Refer to Peer on Peer Abuse Policy July 17.

On-line Safety

Children are taught about online safety and its relevance both in school and at home including online bullying. The pupils are reminded of their responsibilities through an end-user Acceptable Use Policy which every pupil will sign and then be displayed in their classroom and throughout the school.

The Education and Inspections Act 2006 empowers Headteachers to such extent as is reasonable, to regulate the behaviour of pupils when they are off the *school site* and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying, or other e-safety incidents covered by this policy, which may take place outside of the school, but is linked to membership of the school. The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data. In the case of both acts, action can only be taken over issues covered by the published Behaviour and Discipline Policy.

Engayne Primary School will deal with such incidents within this policy and will, where known, inform parents / carers of incidents of inappropriate e-safety behaviour that take place out of school. The school expect parents to endorse the Parents' Acceptable Use Agreement which includes the pupils' use of the Internet and the school's use of photographic and video images.

Refer to the E-safety Policy and Searching, screening and confiscation at school (DfE, January 2018) for more detail.

Bullying including Prejudice and Prejudice related bullying.

"Bullying is the repeated wilful, conscious desire
to hurt or threaten
or frighten someone else"

The act of bullying is not necessarily physical. It includes name-calling, teasing, isolating others from friendship groups and online abuse. Mental and/or psychological bullying, either face to face or online, is often more damaging to self-esteem. Special cases of racial, religious, disability and sexual discrimination/ harassment are dealt with separately in the following section.

Everyone has the right to feel safe and happy, wherever we are, whoever we are. Acts of bullying are in direct conflict with the ethos of our school.

Aims

- There is no place for bullying including cyber bullying at or outside of Engayne Primary School and we will strive to eliminate it; this can include malicious comments against staff
- We will give appropriate support to victims of bullying
- We will apply appropriate sanctions to those individuals or groups involved in bullying and will develop a positive plan to change this behaviour
- Instances of bullying, whether online or face to face, that are reported will never be ignored. They will always be taken seriously and dealt with in a proper manner.

General information and advice

All schools experience problems of bullying. For most children growing up involves learning how to build relationships with others, inside school or outside; face to face or online. Unfortunately, this is not always a smooth process as children vie with one another for attention and approval. While we all encourage children to be tolerant, conflicts do arise. As children mature their emotions can become very sensitive and offence can be taken when none was intended. Encouraging children to talk about their experiences, real or imagined can minimise concern and misinformation may occur though gossip and rumour. For these reasons we always try to expose bullying issues as quickly and openly as possible.

Unfortunately, for some children "bullying behaviour" outside of school or from the safety of their bedrooms online is seen as normal. For these reasons the school includes issues of bullying in its Personal, Social and Health Education programme so that these matters can be aired in a frank and open manner.

For further reading please see Preventing and Tackling Bullying Advice issued by the DfE July 17.

Racial, Religious, Disability and Sexual Discrimination and Harassment

Acts of discrimination and harassment are contrary to Engayne Primary School's ethos.

Aims

- To treat every child, regardless of gender, disability, social or cultural background, ethnic origin or religion as being of equal value and having the same entitlement to educational opportunities
- There is no place for discrimination or harassment on the basis of gender, ethnic origin, culture or religion at Engayne Primary School and we strive to eliminate them
- To extend our pupils' knowledge and understanding of other cultures by providing a wide range of experiences: these will involve discussion and debate, assemblies, displays, including artefacts and posters, and the use of music, dance and drama

General information and advice

In modern Britain we expect to be treated with respect and dignity regardless of our gender, abilities and background. Today there is richness and diversity of culture and experience, which has not always existed, but which is not part of our heritage. This provides a unique opportunity to understand and share the customs of others and their various responses and contributions to our daily life.

Unfortunately, not all adults welcome such diversity and their children can bring into school attitudes and language that is not always tolerant or appropriate. Young children often repeat the language used at home with little understanding of the meaning. Whenever appropriate we will therefore make parents aware that we have a policy of welcoming and celebrating cultural and religious diversity on an individual basis or addressed during meetings.

Children need to be supported towards avoidance of stereotypes and misinterpretations that can form at a very early stage. Incidents of discrimination may come in many forms. Younger children may refuse to hold hands or sit next to or partner a child; older children may resort to name-calling, behaving aggressively towards ethnic minority pupils and imitating accents. We recognise that young children innocently use the colour of a child's skin as a way of identifying a child to someone else. We will encourage pupils to develop non-discriminatory attitudes towards one another.

The school will, therefore, both in social situations and through the curriculum continue to develop a wider understanding of religious and cultural differences. We will promote a tolerant and sensitive attitude to the needs and feelings of others both by example and approaches such as circle time.

What constitutes discrimination and or harassment?

Behaviours may include:

- Physical abuse, including pushing or touching
- Verbal abuse, including unfair comments, jokes, name calling, insults
- Graffiti, including writing words or drawing pictures that hurt people
- Treating people differently and less favourably
- Refusing to co-operate or not letting a member of the class join in
- Wearing badges or carrying leaflets which are offensive
- Making unpleasant comments about people's lifestyles
- Making fun of someone for behaving in a different way or wearing different clothes to you
- Giving gestures or making faces which are threatening, such as standing aggressively or staring
- Damaging someone's property

However this should not be seen as a comprehensive list and a pupil's behaviour may be deemed as discriminatory or causing harassment without it appearing on this list

Encouraging others to do any of these things will also be judged as behaving in an inappropriate manner.

Expectations where More Serious Behaviour incidents occur

Expectations of Pupils

If a pupil is being bullied/harassed or if they believe another pupil is being bullied/harassed, they must tell someone. This could be a member of the school staff, or their parents. Most adults take bullying/ harassment/discrimination very seriously, so if the first adult takes no action, they must tell someone else.

Pupils must

- Remember that it is not their fault and that is not normal or acceptable behaviour
- Avoid reacting to a perpetrator in a violent manner or responding back online.
- Keep calm and report the incident as soon as possible
- Make sure they follow the rules of the school and show consideration to others at all times
- If the bullying is online, seek to keep any evidence by screenshotting or printing

Expectations of Staff

All staff will support and encourage pupils to follow the above expectations.

- Be aware of situations that could reflect instances of peer on peer abuse/bullying/discrimination/harassment for example pupils who appear tense or upset
- Be aware of children who are being isolated in class or from friendship groups
- React positively to hurtful comments or criticisms that may occur during class discussion, question and answer sessions, circle time etc and reinforce the school's policy (on bullying)
- Ensure that the Head Teacher is informed in writing of any incident and what action has been taken. This should be completed on MyConcern.
- Remember that adults can be victims too
- Show that problems can be solved by negotiation
- Always take complaints seriously and deal with problems calmly
- Show tolerance, courtesy and respect to each other and our pupils/students
- Foster positive relationships with pupils
- Deal with incidents promptly and record what is said.
- Use age appropriate language. Beware of saying things that may make the situation worse.

Expectations of Parents/Carers

The role of parents/carer is vital in supporting and reinforcing our school policy and we expect them to provide a suitable role model for their children in these situations.
Parents should encourage their children to:

- Follow the school's values and rules.
- Report incidents of a serious nature, whether face to face or online.

Parents should

- Report any concerns about peer on peer abuse/bullying/discrimination/harassment, whether face to face or online, to the school promptly.
- Let the school deal with the problem, never approaching alleged offenders or their parents themselves.
- Behave in an appropriate way at all times including discussing matters in a calm, non-aggressive manner.
- Come back to the school immediately if they have any further concerns or they believe that the problem appears to be resurfacing or is continuing.

Procedures of dealing with serious behaviour incidents

These guidelines must be followed by all staff, teaching and non-teaching, who are aware of, or suspect, an instance of peer on peer abuse/ bullying/discrimination/harassment. Staff should be sensitive towards the difference between unwitting and deliberate acts bearing in mind the age and understanding of the children.

1. Assess needs of victim and perpetrator and provide support as quickly as possible
2. The Head Teacher must be informed immediately in writing of your concerns
3. In cases of discrimination it will be explained, calmly and quietly, why this may give offence and be discouraged
4. Incidents of harassment should be picked up immediately and made clear that this is unacceptable
5. The Head Teacher must ensure that the incident is followed up as quickly as possible making sure that written statements are taken from the children concerned where it is deemed necessary.
6. The Head Teacher will, if the situation is serious enough, or if it is repeated, inform both sets of parents of the incident and of the action the school has taken. The parents may be asked to come to the school to discuss the situation
7. Counselling of the offender and the victim, by appropriate staff may take place and a record made. It may be appropriate to involve outside agencies.
8. The pupil who harasses/bullied others and that pupil's parents will be made aware of the school's view of bullying, discrimination and/or harassment, the sanctions that will be imposed and of the range of sanctions that may be imposed should there be a repeat.

Section 4 Use of Reasonable Force /Physical Intervention

- The ethos of the school is that control of pupils is based upon good personal/professional relationships between staff and pupils.
- ALL SCHOOL STAFF have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Teachers and other named non-teaching staff have also been authorised by the Head Teacher, to use positive handling strategies from 'Team – Teach' and attended the certificated course run by the Behaviour Support Service. A list of these staff is available from the school office.

All incidents where reasonable force has been necessary to restrain pupils will be clearly recorded in a bound and numbered book stating:

- The name of the pupil(s) involved
- The date and time reasonable force was used
- Why reasonable force was necessary
- How restraint was carried out
- Who restrained the child
- How long the restraint lasted
- Who was present during the period of restraint
- Any marks noted on the child as a result of the incident and how they occurred
- Action taken (e.g. treatment) in relation to any marks or injuries occurring as a result of the incident

The pupil's parent/carer will be informed when it has been necessary to use reasonable force to control or restrain a pupil.

Section 5 -Searching Pupils

School staff can search pupils with their consent for any item which is banned by the school rules.

Head teachers and staff authorised by the head teacher have the power to search pupils, their possessions, or any mobile devices they may have in school, without consent where they suspect the pupil has weapons, alcohol, illegal drugs, stolen items or been involved in online bullying.

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, **they may examine any data or files on the device where there is a good reason to do so**. **They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police**. This power applies to all schools and t**here is no need to have parental consent**

to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Please refer to Searching, screening and confiscation at school (DfE, January 2018)

https://www.gov.uk/government/publications/searching-screening-and-confiscation

Section 6-Allegations of abuse against staff

Allegations of abuse against staff will be dealt with quickly and in a fair and consistent way that provides effective protection for the child and supports the person who is subject of the allegation. The following policies must be referred to: Disciplinary Policy and Managing Allegations against Children.

Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

If a pupil has made a malicious accusation again a member of school staff they will be subject to disciplinary action. This may include, depending on the nature of the incident, exclusion.

A leaflet outlining the school's safeguarding procedures and who to speak to, to raise concerns will be given to visitors to the school and be available for parents from the reception area.

Section 7-Parents' Role

Parents/ carers are asked to sign a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents/carers are expected to themselves behave in an appropriate manner in and around school. School staff, pupils and visitors have the right to expect their school to be a safe place to work and learn. If a parent/carer has concerns we will always listen to them and seek to address them.

However, abusive, threatening or violent behaviour will not be tolerated. If such behaviour occurs we will follow the procedures outlined in the London Borough of Havering's guidance – 'Keeping Schools Safe' and within the schools own policies.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Please see appendix ?? and ?? for a copy of the home school agreement and a poster outlining the expected behaviour for visitor.

Section 8 -Exclusion

Please refer to the Exclusion from maintained schools, academies and pupil referral units in England DfE guidance Sept 2017

The head teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion parents have the additional right to appeal to an independent review panel.

Schools are under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a fixed penalty notice or be prosecuted if they fail to do so.

This policy will be reviewed annually by the Assistant Head teacher and, together with the leadership team and Governors, make amendments where necessary.

Jill Mackintosh April 2018