

# HURST GREEN PRIMARY SCHOOL



## Policy for School Behaviour and Discipline

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	√		
Teachers	√		
Teaching Assistants	√		
Administrative Staff	√		
Lunchtime Supervisors	√		
Site Manager		√	
Cleaners		√	
Governors	√		
Parents	√		
Website	√		
Local Authority		√	

Responsibility of	School Improvement
Review frequency	Every two years
Previous versions agreed	October 2016; December 2017; October 2018
This version agreed	2 November 2020
Next review date	Autumn 2022

## **POLICY FOR SCHOOL BEHAVIOUR AND DISCIPLINE**

Hurst Green Primary School wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

This policy has been written in line with Rights Respecting Schools and its principles of

- Individuals have the right to feel safe, secure, valued and to be able to reach their potential
- Individuals have a responsibility towards themselves, each other and the school community
- Discipline should encourage that responsibility by providing a consistent, fair and reassuring framework within which all members of the school community can work
- Each member of the school community will be accorded the same rights, responsibilities and opportunities regardless of race, religion, sex or class

### **Aims**

- To develop a Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the school curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To make clear to children the distinction between minor misdemeanors and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

See Appendix 4 for link to the Department's advice on the Equality Act 2010

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

The power to discipline also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as teaching assistants.

## **School Rules**

Our school rules identify the key principles and expectations as to how we behave and conduct ourselves each day. These principles communicate the behaviour expectations clearly to all members of the school community and distinguish between right and wrong. Children are expected to be taught and follow these rules right from the start.

- We are **READY** to learn
- We are **RESPONSIBLE**
- We are **RESPECTFUL**
- We are **SAFE**

These principles are known to the children as the 3 Rs (RRRS)

## **School values:**

School values are fundamental beliefs that the school views as being of central importance. Our set of school values form the foundation on which our school operates. These are the values that we want our pupils to have fully incorporated into their own personal values by the time they leave Y6.

- Friendship
- Perseverance
- Honesty
- Respect
- Equality
- Kindness
- Tolerance
- Trust
- Ambition

These principles and values have been formulated with the safety and well-being of the children in mind, and to create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role within school and its wider community.

## **Responsibilities**

### **The Head Teacher**

The Head Teacher will model and respect the principles of Ready, Responsible, Respectful and Safe.

The Head Teacher will ensure the Behaviour Policy is implemented in school and will be involved in serious breaches that may involve exclusion. Where there are serious breaches of the school policies relating to pupil behaviour, the Head Teacher may implement a fixed or permanent exclusion. In all instances of exclusion the Head Teacher will follow the published exclusions guidance in consultation with Dudley Exclusion Team. Only the Head Teacher can make decisions regarding exclusion. The Head Teacher will publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

### **The Governors**

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Governors will ensure that the school provides an environment that promotes positive behaviour in order for effective learning to take place. Governors will respect and model the principles of Ready, Responsible, Respectful and Safe.

Governors will ensure that the behaviour policy is published on the school website.

### **The Senior Leadership Team**

To support and empower any members of staff who are experiencing challenging behaviour, by helping them to improve their practice. SLT will respect and model the principles of Ready, Responsible, Respectful and Safe.

### **All staff**

To building positive, caring relationships with every pupil so that they feel valued, understood, safe and cared for. Staff will respect and model the principles of Ready, Responsible, Respectful and Safe.

### **Parents**

To work in partnership with the school and support the systems and structures related to behaviour management and behaviour for learning. When on school grounds, parents are expected to respect the behaviour principles of Ready, Responsible, Respectful and Safe.

### **Pupils**

To take full responsibility for their own learning and actions throughout the day. To be aware of the rewards and sanctions relating to behaviour and to be respectful to other members of the school community so that everyone can be ready to learn. To act in such a way that all members of the school community stay safe.

## **Rewarding Good Behaviour**

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a whole school Zone Board system and a House Point system.

All children start the day with their name in Green Zone. Children can move up to silver or gold zone as a result of good behaviour choices. Children can move down to amber or red zone as a result of inappropriate behaviour choices (see flow chart in appendix). Children in Key Stage One who end the day in either silver or gold zone are given a silver or gold sticker to stick on their jumpers and in Key Stage Two in their homework diaries.

Children in Key Stage Two are able to use their stickers as 'currency' and exchange them for a variety of rewards and prizes. These incentives will be changed regularly to maintain interest.

Children from year one to six are awarded house points and weekly totals are shared in assembly. The children in the team with most house points at the end of a half term are able to have a non-uniform day.

Additional type of incentives and rewards will be found from class to class to meet the needs of individual children and cohorts. Children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

Examples of such additional behaviour strategies and rewards include...

- Incentive stickers are given to children by teachers and dinner supervisory staff.
- Oral and written praise such as comments in person, comments in books, table awards, golden tickets, star of the week, etc.
- In mathematics Club 27, 40, 55, 55+ and 100 grid provides each child from Year 2 upwards the opportunity to gain badges/shields/maths dictionary (presented in assembly) for their success in learning multiplication/division and number facts.
- Good attendance is also rewarded with certificates (termly and annually).
- Children may display their achievements, both in and out of school, in sharing assemblies and talent assemblies.
- Children are sent to senior leaders for specific praise
- Each half term children are also given a special mention by staff in a assembly and they have their name displayed on a board in the school hall. Certificates are sent home to raise awareness of parents of the praise children receive in assembly.

Parents are also informed of the praise given to their child through comments in the homework diaries and children taking home certificates and stickers.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

## Sanctions and discipline

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a sanction/loss of privilege on that pupil. To be lawful, the sanction (including loss of free time) must satisfy the following three conditions:

- 1) The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the Head Teacher;
- 2) The decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. There will be times when children behave unacceptably. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up.

Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child. All children are taught about the consequences resulting from poor behaviour.

Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences. Each class has a behaviour consequence chart. Children will receive warnings will move down the Zone Board if the behaviour continues, however good behaviour will reverse that action, thus demonstrating the importance of making good choices. See Behaviour management flowchart of choices and consequences (Appendix 2).

Examples of appropriate sanctions include:

- Verbal warning
- Time out in another class or year group
- Loss of privileges
- Missing break time or lunchtime
- Extra work, or repeating unsatisfactory work until it meets the required standard.
- Internal exclusion from class

In more extreme cases the following sanctions may be used:

- Lunchtime exclusion – see later information
- Fixed-term exclusion – see later information
- Permanent exclusion – see later information

Corporal punishment is illegal in all circumstances.

If the unacceptable behaviour is persistent or recurring, and falls outside of the behaviour routinely dealt with by using the Zone Board system, the Assistant Head Teacher, then the Deputy Head Teacher or Head Teacher become involved and take appropriate additional actions such as an individual behaviour plan (IBP) report system, involvement of outside agencies, fixed term exclusions and permanent exclusions.

CPOMS reporting system is an internal system used to record any serious/repeated incidences within school. These are then analysed and reported to governors.

### **Procedures for Dealing with Major Breaches of Discipline**

Major breaches of discipline such as physical assault; bringing prohibited items or weapons to school; deliberate damage to property; stealing, leaving the school premises without permission and/or verbal abuse would be immediately referred to SLT.

This type of behaviour is rare at Hurst Green and it is the duty of the members of the Senior Leadership Team to deal with it promptly to stop it persisting. Parents are informed of their child's behaviour and other agencies/ strategies might be discussed e.g. use of the counselling service, friendship groups, Educational Psychologist etc. Consideration of a multi-agency assessment would be made for pupils who display continuous disruptive behaviour. We have a duty to consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

### **Exclusions**

The Head Teacher will decide whether to exclude a pupil, 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. In the case of a permanent exclusion, the GB Discipline Committee will meet within 15 days to decide whether to uphold the head teacher's decision or re-instate the child back to school.

The Head Teacher may consider the following questions:

1. Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?
2. Has the school previously supported the child (what/when/what level of impact did this have?) Does the child have any recognised behaviour problems?

Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation eg EHCP, IEP, Risk Assessments) Even if the child does have a recognised behaviour problem the school has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered.

3. Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made then an exclusion may be applied. In this case, the school will follow Local Authority guidelines and DfE Exclusion procedures.

If the Head Teacher is unavailable and/or uncontactable, then Cate Mauchline, Deputy Head Teacher, can issue a fixed term exclusion in the Head Teacher's absence, provided attempts to contact the Head Teacher have been made.

It is illegal for the school to send home a pupil due to poor behaviour unless via a fixed or permanent exclusion.

The pupil will be provided with work for the first 5 days of an exclusion. Parents will receive a letter outlining the reason for the exclusion and the length of time. A meeting will be held with the child and parents when the child returns to school. The school will adhere to Local Authority, DfE and relevant legal guidelines for exclusions.

The Local Authority may be contacted by the school for advice on individual and general matters relating to exclusion.

### **Recording incidents of inappropriate behaviour.**

Staff will use CPOMS to record day-to-day behaviour incidents. The LA incident recording system will be used for more serious breaches that meet the conditions shown below.

### **Examples of incidents recorded on CPOMS:**

- An incident resulting in a member of staff speaking to a parent about a child's behaviour.
- An incident where members of the senior leadership team have become involved with a child's behaviour.
- Incidents of behaviour concerning a child with an IBP

### **LA Accident/Incident Record**

This is used to record:

- any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- loss, theft, or damage to property
- any other incidents or matters of a serious nature.

This record is not for minor incidents in day-to-day classroom management but for serious occurrences of challenging behaviour.

### **Confiscation of inappropriate items:**

Certain items are not allowed to be brought into school, including mobile phones (unless agreed by the Head Teacher). Where mobile phones are brought to school by Y6 pupils, they are kept in the office during the day and collected by pupils at home-time.

Staff are able to confiscate, retain or dispose of pupils' property, under the general power of discipline (Education Act 2011), as long as it is in reasonable circumstances. Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must be returned to the child's parent/carer explaining why it was confiscated.

The law protects staff from liability of damage to, loss of confiscated items provided that they have acted lawfully.

### **Staff have the power to search without consent for prohibited items including:**

#### **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; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Any object or article that could be used to commit an offence, damage property or cause harm/ injury to self or others.

Where appropriate, items may be handed to the police.

Where it is appropriate, the Head Teacher (or Deputy Head Teacher) will consider whether to involve other outside agencies.

See appendix 4 for link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:

### **The Power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The school is able to respond to incidents of inappropriate behaviour 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

In all of these circumstances the Head Teacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the safeguarding policy.

### **Pastoral Care for School Staff**

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Head Teacher will draw on the advice of LADO and the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

See appendix 4 for Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff.

### **Racist remarks:**

Any words or actions that cause offence to another person and are considered racist by the offended person will be deemed as a racist remark.

The Head Teacher will be informed and the pupil spoken to, with appropriate sanction given where applicable. A record of the incident is kept in the Racist Incident Log Book and reported to the governors. Parents of both the perpetrator and victim are informed

### **Lunchtime Supervision**

At lunchtime, supervision is by the team of mid-day supervisory assistants and at least one member of the senior management teaching staff. The team should maintain order; usually by reminding children of the standard of behaviour expected. Lunch time staff will follow the school behaviour policy.

The children should treat the supervisory staff with the respect due to all adults at Hurst Green Primary School. Verbal or physical abuse is not tolerated. Serious misbehaviour or repeated disobedience at lunchtime is brought to the attention of the Head Teacher/Deputy Head Teacher. This results in loss of privileges and break times. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a set period. This could be followed, if necessary, by more fixed term or permanent exclusion.

### **Physical Intervention**

Staff can 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. A number of staff have been 'Team Teach' trained and may be called on should physical intervention be necessary. However, any paid employee may physically intervene if the above conditions are met. If a child is physically handled, then the parent of the child would be notified and a meeting with the parent/ carer arranged in order to put a physical handling plan in place.

The Incident is recorded and the situation discussed with the Head Teacher or Deputy Head Teacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – Social Services, Psychological Service, Pupil Referral Service, etc.

See Appendix 4 for link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:

## **DEALING WITH BULLYING (see anti-bullying policy)**

### **Parents**

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and

teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

## **Additions to Child Behaviour Policy from 1 June 2020 at Hurst Green Primary School**

**School Name: Hurst Green Primary School**

**Date: 28.5.20**

**Date shared with staff: 28.5.20 (via email) 1.6.20 face-to-face training**

**Date shared with Governors 28.5.20**

**Additions/changes to Child Behaviour Policy for re-opening of Schools from June 2020**

**Added to the Behaviour & Discipline Policy – agreed by governors 02.11.20**

- Children are expected to follow and adhere to new routines for pupil drop offs, collection times, changes to location for arrival or departure and social distancing guidance, pupil timetables etc.
- Children are expected to follow new rules re movement around the school as per specific instructions e.g. one-way systems, out-of-bounds areas, queuing
- Amendments have been made to the use of breakout areas, communal spaces etc. and these are expected to be followed by all children.
- Amendments have been made for the use of toilets, which children must adhere to.
- Instructions will be given to pupils regarding who they are able to socialise and who with, using social distancing guidance
- Children are expected to follow school instructions on hygiene, such as handwashing and sanitising, wiping down of furniture/equipment before/after use
- Children are expected to clean hands on arrival at the setting, before and after eating
- Children are expected to follow clear expectations about sneezing, coughing, tissues and disposal, in line with the "catch it, bin it, kill it" message. (Communication around avoiding touching your mouth, nose and eyes through any posters/displays around school)
- Children will be given clear rules about not coughing or spitting at or towards any other person and any incident of the above will be dealt with as an act of assault in line with our existing behaviour policy.
- Pupils must inform a member of staff if they are experiencing symptoms of coronavirus
- Pupils should avoid sharing any equipment including, drinking bottles,
- Clear rules will be given regarding expectations of breaks/lunchtime and advice around food/drink.

- Amendments will be made to expectations of breaks or play times, including play areas or areas where children are not able to play and children are expected to follow these amendments.
- Clear rules for pupils at home about conduct in relation to remote education – parents have been given clear guidance.
- Clear process for online learning and for children to keep themselves safe when online – parents have been given clear guidance.
- Our current behaviour policy in terms of rewards and/or sanction systems will continue and can be used to enforce the new rules and procedures in school.

### **Behaviour Expectations of Parents/Carers**

- Parents will be asked to wear face coverings on the school site
- Only one Parent/Carer to enter school site to bring child (ren) to school.
- Parents to adhere to the one-way system in place from the Narrow Lane gate to the Feldon Lane gate.
- Children to stay close to Parent/Carer at all times.
- Ensure social distancing from other adults whilst waiting for doors to open – as per government guidance (please do not arrive too early to avoid congestion)
- Parents/carers to leave the site promptly after watching their child walk into their class.
- Parents/Carers not to enter school building unless by appointment – please communicate via phone or info email.
- Parent/Carers to avoid talking to staff on the doors in the morning –instead please phone or email the school office to pass on a message.
- Parents must collect children promptly if called regarding illness/symptoms
- Parents/Carers may be asked to collect their child if they persistently break the new rules and procedures in school, despite reminders and warnings.
- Parents to supply or order a packed lunch for their child each day.
- Parents to supply water in a clean bottle each day.
- Parents to keep their child at home if they or another member of the household develops symptoms.
- Parents to arrange a test for their child if they develop symptoms.

### **Behaviour Expectations for Children**

Normal behaviour rules/rewards/sanctions still apply, with some additional rules added for child and staff safety.

- Children should stay at a social distance as much as possible (adults in school to remind children when necessary)
- Children should not play games that include touching others.
- Children not sticking to the NO TOUCHING rules will be reminded and parents informed to support with reinforcement
- Children to line up at a social distance in school when asked
- Children to enter the building separately and patiently
- Children to wash hands/sanitise when entering the building and at regular intervals throughout the day. Remember to wash your hands for 20 seconds.

- Any coughing/spitting on another pupil will result in a serious sanction and may result in your place at school being withdrawn.
- Children to follow any signs and special routes in place (e.g. one way system)
- Only use your own water bottle
- Children will be reminded to try to avoid touching their mouth, nose and eyes and follow the 'catch it, bin it, kill it' advice.
- Children must follow all staff instructions, which are designed to keep them safe.

### **Further information**

Parents must not approach other parents or children if a problem has occurred with their child at school. The child's class teacher should be informed and the matter will be dealt with either by the teacher, Assistant Head Teachers, or the Head Teacher/Deputy Head Teacher, as appropriate.

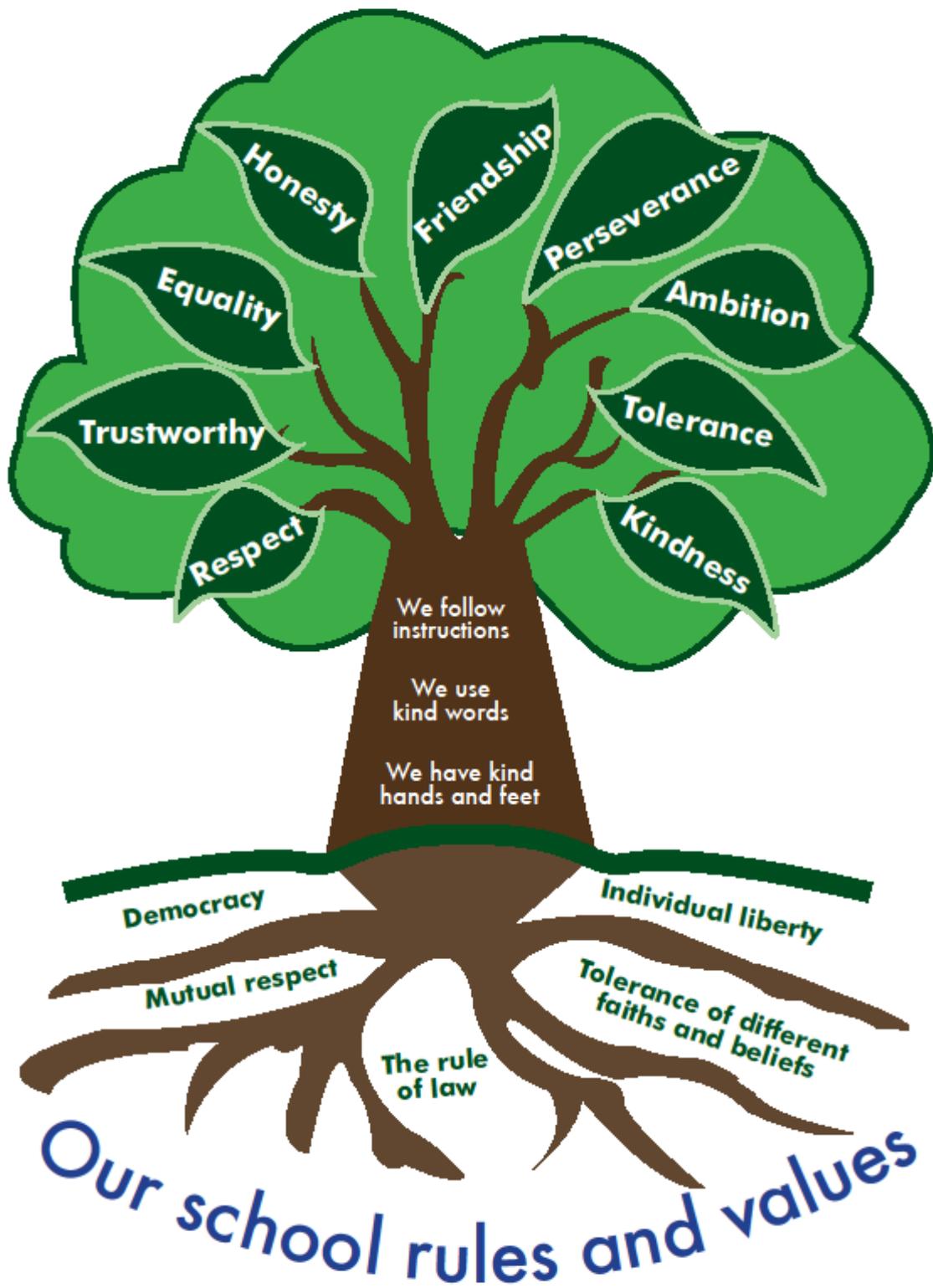
Governors have the right to refuse access to school or school grounds to a parent who does not follow this procedure or behaves in an inappropriate manner. Hurst Green Primary is a zero tolerance zone. Any form of aggression or verbal abuse towards staff will not be tolerated.

Copies of this policy can be requested from the Head Teacher or found on the school website.

### **Data protection**

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website

## Appendix 1



## Appendix 2 Zone Board Flow Chart

### Fast Track

If the behaviour of a child is judged to be phase 3, the child can be fast tracked and moved to red instantly and may be reported to SLT, depending on severity.  
Parents to be informed.

1

Child to be told why behaviour choice is inappropriate (refer to 3Rs) and then given a verbal warning.  
Provide choice and a consequence.

"If you choose to continue....you will move to amber.

2

If child needs second verbal warning, child is moved down to amber on the zone board with an explanation why.

Child may need a brief discussion with teacher, and time to reflect on their behaviour choices.

3

If a child is spoken to again whilst on amber, the child is given another warning that they may be moved to the red zone if they continue making poor behaviour choices.

"You have been moved to amber because..... You have chosen not to stop this behaviour. If you continue, you will move to red."

Half of golden time missed if child progresses to red zone.. This cannot be earned back.

There can also be a sanction that day if appropriate. For instance, finishing work at play time, missing some play or lunch time.

If a child has moved into the red zone, it must be logged on CPOMS

### **Appendix 3 Behaviour Flow Chart**

## Appendix 4

### **Associated resources**

Link to the Department's advice on the Equality Act 2010:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff:

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>