

Nene Valley Primary School

Behaviour and Discipline Policy

1 Aims and expectations

Our school behaviour policy aims to promote an environment where everyone feels happy, safe and secure. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy consistently. We follow the SEAL curriculum (Social and Emotional Aspects of Learning) which aims to help children become positive, responsible and increasingly independent members of the school community.

2. Procedures

Our school rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. (See appendices)

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please refer to the schools Anti-Bullying policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3. Roles and Responsibilities

It is the responsibility of all adults in school to ensure that the school rules are enforced, and the responsibility of the adults in class that the class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the appropriate Team member who may be the Key Stage Leader, Inclusion Leader, Deputy or Headteacher. Parents are involved as soon as the class teacher has concerns.

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The class teacher may liaise with external agencies, as necessary, to support and guide the progress of each child.

We explain the school rules in the home school agreement, and we expect parents to read these, share them with their child and for all parties to indicate their support by signing and returning them. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and if necessary the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

4. Monitoring

The school keeps a record of incidents of misbehaviour and also a list of appropriate sanctions. The class teacher may record minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and other recorded incidents to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendices:

- 1 Guidance on sanctions
- 2 Guidance on the use of force to control / restrain pupils
- 3 Best practice in response to racist incidents
- 4 Agreed procedures for low level disruptive behaviour

Reviewed Summer 2009

To be reviewed Summer 2010

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Appendix 1: Guidance on sanctions

Level of formality	Stage	Examples of Incidents	Sanction	Guidance for staff
School level: informal	1	Isolated minor incident of misbehaviour	Verbal warning Reminder of school rule broken	No formal record kept.
	2	Repeated minor incidents of misbehaviour e.g. name calling, not listening to adult, not doing as asked or reluctance to do task.	Class based sanctions. Reminder of school rules. Discussion regarding sanction; explain next stage.	Implement behaviour management strategies in class.
Semi - formal: parents involved	3.	Continuing incidents of misbehaviour. Child not responding to usual class/school behaviour management strategies.	Loss of privilege e.g. playtime. Planned 'Time out' in another class with structured task.	CT to meet with relevant member of Team (KS Leader/DH/Head/Inclusion Leader) to discuss next steps. Discussion with parents. Set date for review.
	4.	Child not responding to Behaviour Plan, demonstrating little or no improvement in behaviour.	Internal exclusion Loss of privilege. Structured activities depending on incident.	Parents asked into school to discuss situation with Head and find a way forward. Review behaviour plan. Explanation of formal stage.

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Formal: parents involved	5	Repeat of stage 4	Temporary exclusion for lunch period / $\frac{1}{2}$ day / 1 day or longer.	Letter to parents. Head to complete forms to LA. Inform Lead Professional for Pupil Referral Service Contact Ed Psych. Regular observations of child recorded.
	6	Isolated incident against adult. Continuation of behaviour previously exhibited.	Fixed term exclusion for up to 6 days	Letter to parents. As above. Parents to see Head before return of child.
	7	Same behaviour continuing	Fixed term exclusion between 6 and 15 days	Letter to parents. As above. Parents to see Head before return of child. Outside agency support (WO)
	8	See exclusion guidance: e.g. physical assault against pupil or adult, carrying offensive weapon, sexual abuse, and serious verbal abuse. Threatened violence, supplying illegal drug, bullying, racial abuse, damage, theft, persistent disruptive behaviour.	Permanent exclusion Refer to doc	Guidance from DCSF & LA to be followed.

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Appendix 2: Guidance on the use of force to control / restrain pupils

Introduction

Nene valley Primary School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive behaviour, and will use physical intervention as a last resort in line with the policy set out below, which is based on advice from the LA and DCSF. Where physical restraint is necessary, it will be applied in the context of a respectful, supportive relationship with the pupil. In applying restraint, staff will always ensure minimal risk of injury to pupils and staff.

The positive management of behaviour is embedded in the strong, positive ethos of the school. Staff understand the importance of listening to and respecting children. They understand that their practice will help create an environment that is generally calm and supportive.

This policy is set within the context of the school's overall positive strategies for behaviour management contained within the policies on Behaviour and Discipline and Health and Safety.

Preventative Planning

Whilst it is recognised that incidents requiring physical intervention cannot usually be anticipated, where staff consider there may be a cause for concern, detailed planning is required, in consultation with an appropriate senior colleague.

Authorisation of Staff

Provided it is used as a last resort, and in the circumstances set out below, staff will be supported in their use of physical restraint. Support staff should seek immediate help from teaching colleagues. Normally, where there is more than one teacher, senior colleagues will take a lead. Adult volunteers will be working under the direct supervision of teaching staff.

Exercise of Restraint

Restraint should be exercised in such a way as to exert the least amount of physical force necessary to bring the situation under control. Wherever possible, restraint should be carried out according to approved techniques.

Circumstances in which physical intervention may be appropriate

The following are situations where staff may be required to judge whether or not physical intervention is appropriate (on school premises, field trip or other authorised out of school activity):

- Pupil committing a criminal offence
- Deliberate injury, including self harm and self defence (e.g. attack on pupil / member of staff, pupils fighting)
- Deliberate damage to property

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- Accidental injury or damage to property through rough play or misuse of dangerous materials or objects
- Pupil absconding from the classroom or trying to leave the school premises (NB only applies if pupil could be considered to be at risk if not kept in classroom or on school premises)
- Serious disruption to a lesson
- Persistent refusal to obey an instruction to leave a classroom (use with caution in order to avoid later allegation that they were the aggressor).

The age, understanding and sex of the pupil must be taken into account.

Managing potentially confrontational situations

Where an incident occurs which may lead to physical confrontation, staff should follow the guidance set out below:

- Maintain your respect for all children even when condemning their behaviour
- Remain calm, confident and in control of your actions
- Have clear and reasonable expectations of behaviour from all pupils and ensure these are well known
- Repeat simple rules and expectations
- Offer choices
- Assume your expectations will be carried out and move away, returning later
- Remove any audience (or the pupil from the audience)
- Deal with difficult issues outside lessons
- Be prepared to "lose face" in the short term
- Have a plan for children who present particular or persistent difficulties

Further points:

- Where a child's needs are recognised within the stages of the SEN Code of Practice, be aware of the targets and strategies in the IEP
- Seek advice and assistance from colleagues at an early stage
- Hand over to a colleague if the situation is 'getting to you' emotionally.
- Look for ways of reducing tension before addressing issues:
- Be aware of personal space
- Soften messages you give by your posture, tone of voice, eye contact etc
- Humour may have a place (provided it cannot be construed as humiliating the pupil)
- Make use of 'time out' systems.

The following are unlikely to be helpful:

- Open expression of anger
- Shouting
- Threatening
- Personal comments
- Humiliation of a child in front of their peers
- Leaving a child no options or space
- Thinking of behaviour management in terms of winning or losing

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Dealing with situations where physical intervention is judged necessary

Where staff consider it necessary to intervene physically, the following may be permissible:

- Physically interposing between pupils
- Blocking a pupil's path
- Pushing
- Pulling
- Leading a pupil by the hand or arm
- Shepherding a pupil by placing a hand in the centre of the back or (in extreme circumstances) using more restrictive holds.

The following should **not** be used:

- Holding a pupil around the neck, or by the collar, or in any way that may restrict their ability to breathe
- Slapping, kicking or punching a pupil
- Twisting or forcing limbs against a joint
- Tripping up a pupil
- Holding or pulling a pupil by the hair or ear
- Holding a pupil face down on the ground

Physical contact in other circumstances

There are circumstances where physical contact may be appropriate, as follows:

- Demonstration of exercises or techniques e.g. Sports, PE, D & T.
- First aid
- Physical prompts or help for young children or pupils with SEN
- Comfort for pupils in distress.

It is important to remember that some pupils find touching unwelcome e.g. cultural background or previous distressing experiences. In exercising professional judgement staff should:

- Heed the pupil's response
- Discuss actions with colleagues
- Avoid private arrangements with pupils
- Be aware of the need for open doors, colleagues in the vicinity etc.
- Consider the age, understanding and sex of the pupil

Staff will take reasonable steps to ensure that such physical contact would not lead to any misunderstandings on the part of pupils, and will ensure that they do not leave themselves in a vulnerable position in respect of allegations that might be made in respect of their conduct.

Contact with Parents and other agencies

The school will ensure that parents are contacted:

- At a planning stage, as a preventative measure, where it is considered that a pupil presents a significant risk of requiring some physical restraint

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- Following an incident where physical restraint has been required in order to resolve any issues relating to the incident itself
- Subsequently, as appropriate, as part of an ongoing behaviour management strategy.

The school will contact other agencies as necessary, e.g. Social Services, medical advice, where it is appropriate for the school to seek further advice, which will inform an individual 'behaviour management plan'.

Recording incidents

It is necessary to ensure that there is a contemporaneous account of every incident involving physical restraint of a pupil (as soon as possible, and normally not later than 24 hours). The school maintains an incident book that has a signed and dated entry for each incident.

Report the incident to the Headteacher or Deputy Head as soon as possible.

The report must include:

- Name of pupil(s) involved, and when and where the incident took place.
- Names of any other staff or pupils who witnessed the incident
- Reason that force was necessary (e.g. To prevent injury to pupil, another pupil or member of staff)
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, steps taken to defuse or calm the situation, degree of force used, how it was applied, by whom and for how long
- Pupil's response, and the outcome of the incident
- Details of any injury suffered by the pupil, another pupil, or member of staff and of any damage to property

Staff should keep a copy of their report and may seek advice from a senior colleague or representative of their professional association.

Parents should be informed by the appropriate person as soon as possible; usually the Head or Deputy Head. Oral information should be confirmed in writing. Parents will be offered an opportunity to discuss the incident. Where other agencies such as Social Services are involved they should also be included in debriefing arrangements.

Dealing with Complaints

There may be occasions where physical intervention results in an allegation of assault by a pupil or their parents / carers. Every allegation requires a thorough and professional response, even though some allegations will turn out to be unfounded.

Where there is an allegation of assault, the Headteacher, prior to the detailed investigation of the matter, should establish that the parent is satisfied not to invoke the Child Protection Procedures, and for the matter to proceed through the school's investigative and, where necessary, disciplinary procedures.

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Parents have the right to refer any incident of alleged assault to the police as a child protection issue. If they do so then the Headteacher has to allow that process, which may involve a joint investigation with Social Services/NSPCC (depending on circumstances), to conclude before following through any internal processes. This does not, of course, preclude the Headteacher from affecting a suspension if s/he considers that to be appropriate.

In such cases, the LA should be informed, and advice sought from the Designated Child Protection Officer, or Education Officer (Schools) or EPM.

If an allegation is made against the Headteacher, the Chair of Governors and LA's Designated Child Protection Officer should be informed. If an allegation is made against a member of staff working directly for the LA, the LA's Designated Child Protection Officer should be informed.

In these circumstances, support may be provided either for the member of staff about whom an allegation is made, or the pupil making the allegation, or both.

Support for staff

In addition to the employees professional association, the school is committed to providing support and advice to staff that have been involved in physical intervention. This may relate to:

- The trauma of the incident itself
- The distress of an allegation having been made against them, or
- Both

Provision for counselling will be made if required.

The LA endeavours to provide some external support, as appropriate, if required.

An opportunity will be made to examine the incident and plan future strategies.

Staff Training

The school is committed to high quality training in positive behaviour management strategies and physical intervention techniques for all staff that require it. In order for physical intervention techniques to be safely employed, all staff involved will identify their training needs in this area and training will be arranged as required.

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Appendix 3: Best Practice in response to Racist Incidents

- Recording incidents in the presence of the perpetrator and the victim
- Discussion with, and involvement of, parents
- Whole class, group and one-to-one discussions following incidents
- PSHE policy, ethos of the school and assemblies
- Discussion about different religions and cultures
- More accurate recording and monitoring of incidents
- Exclusion
- Improved communication with parents
- Use of bilingual assistants
- Circle time, Friendship day, PSHE lessons and discussions in assemblies - a focus on positive behaviour and respect
- Displays of artefacts and books about different cultures
- Strategies in place to prevent incidents at certain times of the day
- Training - governors, support and lunchtime staff

Further information and an immediate response when guidance is needed from: Peterborough Centre for Multi-Cultural Education (PCME).


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Appendix 4

Sanctions for low level disruptive behaviour. NVPS.

Type of behaviour	Possible sanction
Fiddling, moving, mumbling - not disturbing others	Ignore , praise appropriate behaviour.
Calling out, distracting others with noise, etc.	<p>3 Strikes</p>  <p>Verbal warning x2 Praise examples of app. behaviour and remind pupil of class/group rules. If behaviour continues pupil has time out from activity, preferably in same room.</p>
High noise level during work time - class or group.	Count backwards from 5 to 1, from loud to quiet. Model acceptable level.
Rude behaviour e.g. answering back, not responding to requests or instructions.	<p>Warning -if necessary give the pupil some thinking time to change response/attitude and take responsibility for choice of behaviour. Immediate sanction e.g. miss time from play, lose privileges. Reflection activity- draw or write an account of events and what action should have been taken.</p>
Causing physical harm to others	<p>Immediate sanction e.g. miss playtime, send to team leader/deputy/head, etc Reflection activity Record in incident file. If applicable, inform class teacher.</p>

Sanctions agreed with staff summer 08.
NB. These are guidelines. Age and needs of individual children should be taken into account.