

# Roberttown CE (c) J&I School Policy for Behaviour and Discipline



October 2023

<b>Approved by:</b>	Standards Committee	<b>Date:</b> October 2023
<b>Last reviewed on:</b>	October 2022	
<b>Next review due by:</b>	Standards Committee October 2024	

This is the Code of Behaviour within our school and is underpinned by our biblical root: The Parable of *'The Good Samaritan.'*

As a church school, Roberttown seeks to promote the Christian values of forgiveness, reconciliation and harmony. The Governors are mindful of the responsibility of Section 175 of the Education Act 2002 which requires governing bodies to “exercise their functions with a view to safeguarding and promoting the welfare of children.”

We aim to develop within each child a personal code of behaviour, where consideration for others (of whatever ability, sex, colour, race or creed), sensitivity, truthfulness and integrity are firmly valued.

We believe that everyone in the school community, shares a collective responsibility for ensuring good behaviour so pupils and staff can flourish in safety and dignity. We aim to secure good behaviour through a positive approach and throughout all aspects of life both inside school and beyond the school gates. We believe that the school has a central role in children's social, moral and cultural development just as it does in their academic development. The nurturing ethos of the school as a whole and the consistent approach to behaviour management are an integral part of establishing and maintaining high standards of behaviour.

### **Policy Aims**

- To create a positive environment which encourages and reinforces good behaviour.
- To define what we consider to be acceptable behaviour.
- To promote self-discipline, positive relationships and restorative practice.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour regulation and encourage the partnership of home and school in the implementation of this policy.
- Outline our system of rewards and sanctions.

The behaviour policy encompasses all aspects of pupil conduct throughout school including: in the classroom, moving around school, breakfast club and rascals, external visits and trips, travelling to and from school and at any point when they are identifiable as a pupil of the school.

### **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## Definitions

**Misbehaviour** is defined as:

- Disruptive behaviour at any point of the school day.
- Non-completion of classwork or homework.
- Poor attitude – an attitude that impacts on their learning.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying  
*Bullying is defined as behaviour that is: Repeated; Intended to hurt someone either physically or emotionally and often aimed at certain groups for example because of race, religion, gender or sexual orientation.*  
(Please read the Anti-Bullying policy for further information).
- Racist, sexist, homophobic or discriminatory behaviour.
- Fighting.
- Vandalism.
- Theft.
- Smoking.
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs and medicines
  - Stolen items
  - Tobacco, cigarette papers and lighters
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil.)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Harmful sexual language/comments
  - Sexual jokes or taunting
  - Harmful sexual behaviour - physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content. For further information please see the online safety policy.
  - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

## Roles and responsibilities

### The Governors

The governors will review the policy in conjunction with the headteacher and are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### The Headteacher

The headteacher is responsible for:

- Reviewing this behaviour policy in conjunction with the governors giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Publicising the policy in writing to parents annually and ensure it is on the school website.
- Ensuring new staff are inducted appropriately and understand the behaviour policy.

### The Pastoral/Behaviour Lead

The Behaviour lead is responsible for:

- Promoting high expectations of behaviour in all areas of school.
- Ensuring that high standards of behaviour are demonstrated during learning times and at playtimes and lunchtimes.
- Monitoring the implementation of the behaviour policy.
- Reporting to Governors and SLT regarding standards of behaviour in relation to Personal Development.

### The Staff

All school staff are role models and can maintain good discipline and consequently positive behaviour by ensuring that the following aspects are included within the classroom:

- To create a positive learning environment, which promotes, encourages and reinforces good behaviour in order for effective learning to take place.
- To value each person in the school community, promote self-esteem, and positive relationships.
- Promote & use restorative practice approaches to repair relationships.
- To promote attitudes of mutual respect and responsibility, self-discipline and acceptance of responsibility for own actions.
- To communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils and each other.
- To ensure consistency of response to both positive and negative behaviour.
- To ensure that the school's expectations and strategies are widely known and understood.
- Prepare stimulating lessons, which foster good behaviour and promote respect.
- Welcome the praise given to your class by other adults in school, and share this with the children and parents.
- Ensure that praise is prompt and focussed.
- Ensure the child knows exactly what he/she is being praised for.
- Record incidents using the school wide system class dojo.

It is agreed that at the beginning of each academic year, each class and staff will negotiate and agree a class vision and code which includes staff promises. These will be prominently displayed in the classroom. The promises should be referred to regularly and reviewed with the children when necessary and at transitional points throughout the year as a re-introduction into the behaviour systems. The promises made in each class will be displayed in each class.

We have a whole school, team approach to ensure good behaviour and discipline. Children and *staff* are encouraged to praise and support each other, working together with the Headteacher and Senior Leadership Team to deal quickly, positively, sensitively and discreetly with behaviour issues keeping in mind the dignity and welfare of all concerned, having particular regard to the use of raised voices and the number of adults involved.

It is also important that we note changes in a child's behaviour. The changes may take a variety of forms. If we are concerned about a child it is important that we:

- Liaise with the parent/carer as soon as possible.
- Inform the Headteacher.
- Inform the Rascals/Breakfast Club Leader - if relevant.
- Monitor and record details of the child's behaviour there may also be implications for the Anti-Bullying Policy and Safeguarding Procedures.

### The Children

- Will work to the best of their abilities and allow other children to do the same.
- Treat others with respect and dignity at all times.
- Will follow our values of being a 'Good Samaritan' and take care of property and the environment.
- Will cooperate with children and adults in all aspects of school life.
- Will comply with the classroom expectations, helping others to follow those rules as necessary.
- Share in celebrating the achievements of all children in school.

### Parents/Carers

Parents are expected to:

- Work in partnership with school and to support their child in adhering to the behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

### Volunteers and Visitors

Volunteers and visitors within the school are expected to uphold our school's behaviour principles. They must ensure that they have spoken to class teachers or have made somebody aware of any issues.

### Whole School Rewards and Sanctions

As a school we have a positive focus on behaviour and rewards help to reinforce this. Therefore any reward points can't be taken away from those already earned.

The following rewards are used throughout school:

- Verbal praise
- Class Dojo points within class, playtimes and lunchtimes, accessed by parents
- Stickers
- Praise pads
- Informing parents/ carers about individual achievements
- Weekly celebration collective worship
- Attendance certificates/awards
- Top table lunch with the Headteacher
- Half term superstars
- Opportunities to tell other Staff, the Headteacher or Deputy Headteacher about good work or behaviour
- Class and whole school Instagram.

All staff discourage poor behaviour in a variety of ways and are mindful of child and staff dignity and well-being when dealing with an issue. We encourage the use of low-key cues to prevent the escalation of poor behaviour. It is expected that the following cues will be used frequently by adults working in the classroom:

- Tactical ignoring
- Proximity praise
- A look
- A non-verbal sign
- Moving closer to the pupil
- Use of distraction
- Reminding the whole class of their class code or expected behaviour.

On occasions it will be necessary to use a series of stepped sanctions for those children whose behaviour falls below that of our high expectations. Positive behaviour strategies should always be used first.

The following steps will be used in the Reception Class:

- A rule reminder for the child.
- A quiet warning (using this word) so that the child knows what will happen and why.
- Time out.
- Withdrawal from the area or provision and re-directed somewhere else.
- Opportunities provided for pupils to re-regulate themselves.

Key Stage 1 and 2 will use the following steps:

- A reminder will be given to remind the child the high expectations around the observed behaviour.
- A quiet warning (using this word) so that the child knows what will happen and why.
- The pupil is moved within the classroom or within 'view' with their work.
- Time out for a period of 2 - 5 minutes, depending on age, without work, but within the classroom.
- Opportunities provided for pupils to re-regulate themselves.

Warnings will be recorded using Class Dojo. Whenever the above steps are used regularly for a particular child, the Headteacher must be informed, and the class teacher will need to discuss aspects of the child's behaviour on an informal basis with the parent. Liaison with parents must take place. Serious incidents are recorded using CPOMS.

The next step will be:

- Loss of privilege e.g. playtime or dinnertime (children must be supervised).
- Sent to Pastoral/Behaviour lead
- Sent to Deputy Headteacher or Headteacher.

**NB The following serious behaviour will result in steps being jumped.**

- 1. A verbal or physical assault on anyone.**
- 2. The refusal to follow instructions given by an adult.**

### **Playtime and Lunchtime Behaviour**

During break times, we expect the same standard of behaviour and following of procedure as in class time. Again, the staff will use positive behaviour strategies but they will follow a stepped system that allows children to correct any negative behaviour.

The Staff/Lunchtime Supervisors will use steps 1 and 2 followed by:

1. A verbal warning (using this word) so that the child knows what will happen and why.
2. The child staying with the supervisor/member of staff for up to 15 minutes depending on age and then returned to the play area.
3. Refer to the Senior Lunchtime Supervisor/Class teacher.
4. Seek support from the Pastoral/Behaviour lead
5. In the case of a serious incident seek support from the Deputy Headteacher or Headteacher.

If a child is referred to the Headteacher for repeated poor behaviour then this is recorded in our electronic based system, CPOMS, as part of the child's individual record.

### **Breakfast Club and Rascals**

Breakfast Club/Rascals Behaviour, the Playleaders will use the above steps 1 and 2 followed by:

- The child staying with the play leader for up to 15 minutes depending on age and then returned to the activities or their tea. Rascals will also inform parents/carers of poor behaviour.
- Refer to the Senior Play leader.
- A significant or persistent behaviour incident should be dealt with via the Deputy Headteacher or the Headteacher.

### **Positive Handling Responses.**

A number of members of staff are Team Teach trained and, in some circumstances, staff may use 'reasonable force' to restrain and safeguard a pupil to prevent them:

- Committing an offence.
- Injuring themselves or others.
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

Within our Positive handling guidelines, we adhere to the DFE “Use of Reasonable force guidelines” DFE- 00295-2013.

### **Inclusion**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Bullying and Child on Child Abuse**

Roberttown takes a robust and consistent approach to any issues which relate to bullying. We have a separate policy which outlines the approach the school will take to safeguard its students from exposure to bullying. This also links to this behaviour policy in relation to consequences for students who are identified as exhibiting bullying behaviours. For information on the management of bullying, please refer to the Anti-Bullying policy which can be found on the school website.

The term ‘child-on-child abuse’ covers a wide range of serious misconduct. It could include bullying, discriminatory language, physical or sexual abuse. As a school we take allegations of child-on-child abuse very seriously, and leaders will always investigate all such allegations. Where an incident of this nature is observed or suspected, senior leaders and the school’s Designated Safeguarding Lead will be informed and the appropriate steps taken. Please see our Safeguarding policy for further details.

### **Special Circumstances Involving Parents**



We will support pupils to achieve good behaviour by:

- Inviting the parents/carers to discuss their child's behaviour with the Class Teacher and/or the Headteacher
- Where appropriate, draw up an Individual Behaviour Programme where progress is monitored and rewarded.

Whenever it is necessary to discuss aspects of behaviour with a parent, the class teacher will record the date and the nature of the discussion on CPOMS.

Recording information using CPOMS and Class Dojo enables us to monitor incidents at a whole school, class and individual level. The Headteacher and Leadership Team can then review data and liaise with class teachers/parents/carers as appropriate in order to address any issues arising.

### **Monitoring and Review**

Each term an opportunity will be given to staff to discuss issues arising from the operation of the policy. The Headteacher will monitor the policy in practice. The policy will be reviewed as part of our rolling programme of policy review. A report will be given to the Governing Body annually.

## **Roberttown CE (vc) J&I School Governing Body Behaviour Statement**

This statement has been drawn up in accordance with DfE guidance 'Behaviour and discipline in schools: Guidance for Governing Bodies'. It is a statement of principles, not practice and it is intended to provide guidance for the Headteacher in drawing up the Behaviour and Discipline Policy. The Headteacher is also asked to take account of the DfE guidance 'Behaviour in Schools, Advice for Headteachers and School Staff' September 2022.

Roberttown Junior and Infant school is a Church of England Voluntary Controlled school and we are committed to fostering and encouraging Christian principles and values and reflecting these through our policies and practices.

The main purpose of the school is to educate children for the life ahead, for their self-fulfilment in work and leisure, and to take their place within the framework of the community as caring adults. We teach our children not only the basic skills on which to build their academic learning, but also those skills required for social awareness; above all tolerance, respect and care for other people and for the world around them.

Our school behaviour is underpinned by our biblical root: The Good Samaritan. Through this we try to encourage the children to develop consideration and an awareness of the needs and rights of others in our society, as well as self-discipline and integrity.

A pre-requisite for the attainment of these social skills is the building of *self*-respect: this, we hope, will develop as children learn that they and their contribution to school life is valued by their peers and by the adults with whom they come into contact.

To these ends, children are encouraged to take responsibility for their own behaviour. They are taught that *un*acceptable behaviour begins at the point where it starts to have an adverse effect on the ability of those around them to work, learn or teach, and/or affects their happiness, security or dignity.

The Headteacher is responsible for maintaining discipline on a day-to-day basis, in line with the whole school's behaviour policy. This emphasises the anticipation and prevention of behaviour problems, rather than reacting to them when they arise, and establishes clear behavioural expectations that are realistic and meaningful to the children. Rewards for good behaviour and stepped sanctions for anti-social behaviour will be appropriate to each case and will be fairly, consistently and humanely applied.

Our aim is that everybody at Roberttown School, both child and adult, feels happy and secure in their learning and teaching, working or visiting, looking forward to the next day with anticipation and enthusiasm.

## Principles:

- We are role models: It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.
- All children have the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be safe, to be listened to, and to be valued. Everyone must be protected from discrimination or abuse.
- We are an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- We aim to help every child to develop a sense of personal responsibility for his/her own actions.
- The school's Behaviour and Discipline Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force.
- The school expects high standards of behaviour when pupils are travelling to and from school, taking part in any school-organised or school-related activity, wearing school uniform or when they are in some way identifiable as a pupil at the school.
- Where there are concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.
- The school's Behaviour and Discipline Policy will clearly reflect the school's approach to exclusions.
- The school's Behaviour and Discipline Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.
- The school is mindful of the need to provide pastoral support for staff accused of misconduct and follows the DfE guidance in this area.
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.