

FULWELL JUNIOR SCHOOL

BEHAVIOUR & DISCIPLINE POLICY

Reviewed 14th June 2016

Published : September 2016

The role of the Governing body:

The Governors must agree a written statement of general principles for an overall behaviour and discipline policy, in consultation with staff, parents and pupils. They should periodically review this statement.

The statement should include:

- a) the ethos of the school, offering a clear and defensible set of values and making clear boundaries of acceptable behaviour;
- b) the school's moral code;
- c) positive and constructive rules of conduct; and
- d) the rewards and consequences to be fairly and **consistently** applied.

A stakeholder working party of the different representations of the staff and staff governor convened between March - June 2016 to agree a statement of principles.

The following changes and adaptations to the protocols of keeping children safe, and how the school can best adapt practice to ensure a consistent and relevant approach is taken in all areas of behaviour and discipline.

The policy has been adapted to comply with Section 89 of the Education and Inspections Act 2006 and in line with the recent DfE legislation 'Behaviour & Discipline in Schools : Advice for Head Teachers and School Staff' January 2016

Staff should read this Policy in conjunction with other school safeguarding protocols and Local Authority policies, including (but not exclusive to):

- Child Protection Policy (**updated June 2016**)
- 'Keeping Children Safe in Education' - originally issued by DfE April 2014, with further updates in March 2015 and July 2015. The most recent update is due for circulation September 2016. Consideration has also been given to the Government agendas of Female Genital Mutilation and the Prevent Duty, July 2015
- Dealing with Allegations of Abuse against all Adults Who Work with Children and Young People – January 2016
- City of Sunderland Whistleblowing Policy for School Based Staff – May 2016
- Staff Code of Conduct & Behaviour Policy – September 2016
- Positive Handling Policy (Use of Reasonable Force) – Updated May 2015

Statement of principles

At Fulwell Junior School we want all children to be taught well and have the opportunity to learn; to be safe and happy throughout the day. To enable this to happen, all members of the school community (children, staff, parents and governors) should demonstrate **respect, consideration, responsibility, fairness, tolerance and honesty**, by:

RESPECT

- valuing and listening to other people's opinions
- being polite and kind to each other and visitors

- acting as good role models

CONSIDERATION

- showing friendship and concern when someone is worried, hurt, upset or lonely
- understanding that we all make mistakes sometimes and need to accept or make apologies
- challenging poor behaviour choices in ourselves and others

RESPONSIBILITY

- accepting that we are all responsible for our own behaviour choices
- thinking before we speak and act so that our words and actions do not cause harm
- looking after our own and others property and taking care of the school buildings

FAIRNESS

- treating others how we would like to be treated ourselves
- allowing others to participate in all areas of school life
- aiming to restore relationships through listening and understanding

TOLERANCE

- respecting each other's differences
- showing understanding to others
- allowing others to be themselves

HONESTY

- owning up when we do something wrong, without blaming others
- ensuring that we can be trusted
- encouraging others to be honest and to see 'both sides'

Aims of the Behaviour Policy

Aim 1 To support a whole school approach to behaviour and discipline which fulfils legal requirements and which has a clear framework of rights and responsibilities with regard to desired behaviour in the school community

Actions:

Rights and Responsibilities of Staff	
Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to	To listen to others
To share opinions	To give opinions in a constructive manner
To be treated with respect, consideration, tolerance, fairness and honesty by all others in the school community	To model respectful behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school policies, systems and expectations	To seek information and consistently use lines of communication
To receive appropriate training to increase skills in behaviour management	To support others in developing their skill in promoting positive behaviour To acknowledge areas of own behaviour management which could be developed To try new approaches to behaviour management
To feel safe	To behave in a way which keeps self and

	others safe
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Rights and Responsibilities of Pupils	
Rights	Responsibilities
To be treated with respect, consideration and honesty	To behave respectfully and with honesty, showing consideration to others
To feel safe	To behave in a way which keeps self and others safe
To learn	To be willing to learn To allow others to learn To take responsibility for own learning
To be listened to	To give opinions in a constructive manner To listen to others
To have achievements noted	To behave in a way which will allow learning, progress and achievement

Rights and Responsibilities of Parents and Carers	
Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be kept informed about their child's progress and behaviour	To talk to their child about what they are doing at school To talk to staff about any concerns regarding their child's learning or well-being (including social media) To attend meetings, individual or group, regarding learning or behaviour
To be listened to	To give opinions in a constructive manner To listen to others
To have access to the school's approach to behaviour	To acknowledge information and share concerns To seek information and use lines of communication
To have concerns taken seriously	To share concerns constructively

Aim 2 To encourage self discipline, self-regulation and empathy in all pupils, helping them make positive choices and to recognise the consequences of their actions, ensuring that:

- desired expectations are clear to all and the reward system is applied consistently
- behaviour to be discouraged is clear and sanctions are applied consistently
- support is available for pupils with additional needs in social, behavioural and /or personal development

Actions

Desired behaviour	Rewards
<ul style="list-style-type: none"> • teachers have the right to teach • children have the right to learn • everyone has the right to safety 	<p>May include one or some of the following:</p> <ul style="list-style-type: none"> • House points • Special interest 'golden' time

• everyone has the right to dignity	• In school certificates
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Behaviour to be discouraged	Sanctions
Physical or verbal aggression Non-compliance with school rules Name calling Abuse of school/personal property Disruptive behaviour in lessons/around school	A coherent system to be consistently applied: Teachers and adults to use their usual humour, disappointed or irritated response to help children self regulate (move seat in classroom, short isolation from classroom etc) before applying 3-strikes: 1. Verbal warning 2. Reminder of consequence 3. Losing playtime privilege (5 minute-increments until 15 – which will result in a consequence session)
Racial/Homophobic abuse	Immediate referral to head teacher
Hitting other children	Automatic loss of play time (Consequence Session) Restorative sessions
Severe behaviour i.e fighting Continuous refusal to follow school rules	Parents will be contacted Behaviour contract Positive handling plan Restorative sessions Possible Fixed Term exclusion Loss of privileges

Rules and Procedures:

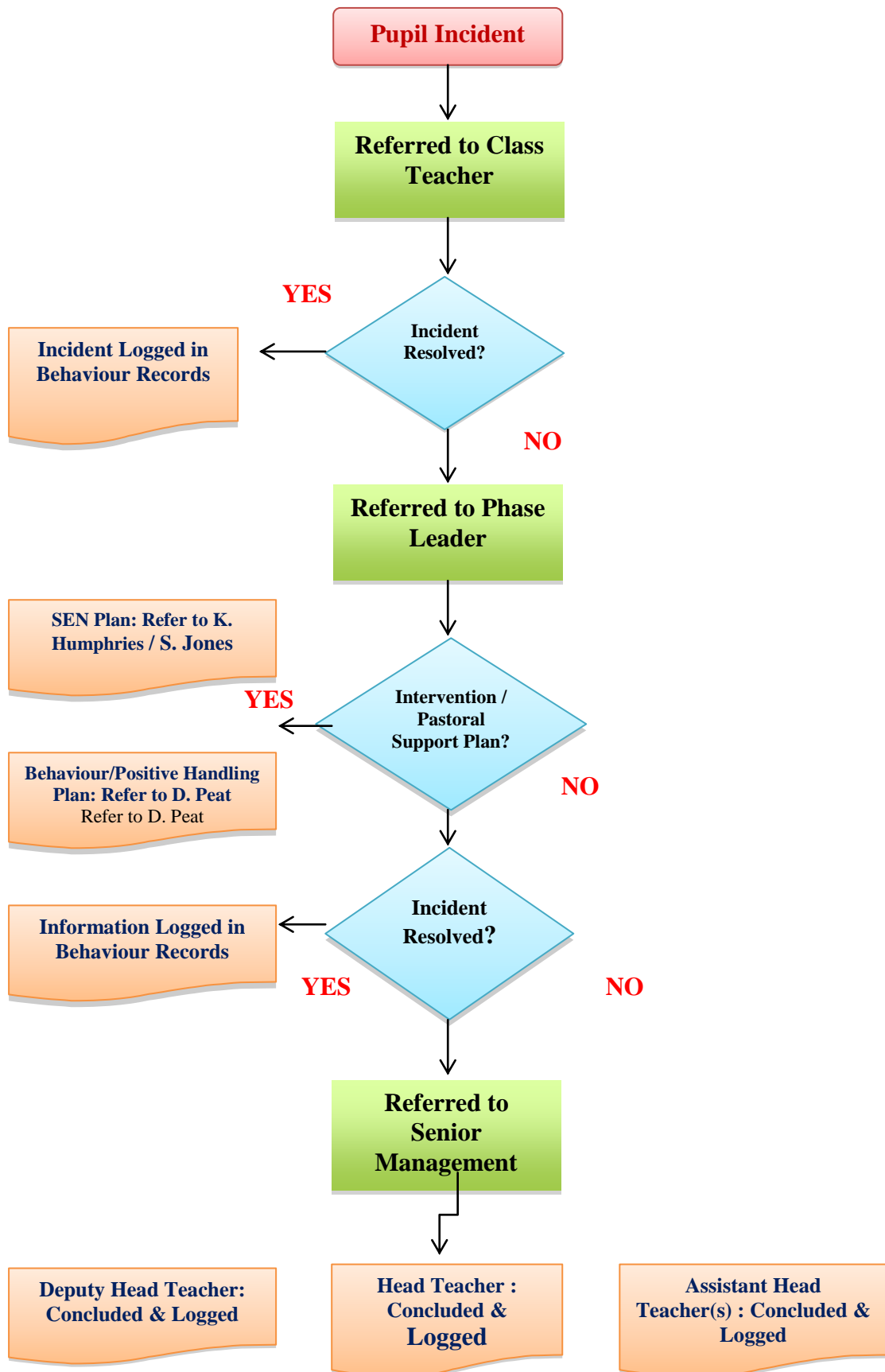
Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be **consistently** applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

Incident Reporting:

The prominence of clear communication and consistency is necessary to ensure incidents are recorded and dealt with accordingly. Any incident is recorded by the member of staff who witnessed or dealt with the behaviour and is logged on the child's electronic chronology file and (if not completed by the class teacher) the class teacher is informed that information has been placed on the child's file. This communication is swift. If the incident is not resolved then the child is referred to the next level of the school's hierarchical system (outlined in the flow chart).

Incident Reporting : Procedural Flowchart



School has adopted the 'THINK' rules:

"Think before you speak, think before you act"

The 'THINK' campaign also encourages children to acknowledge the following principles:

1. Follow all instructions
2. Move quietly and sensibly around school
3. Keep hands, feet, objects and unkind words to yourself (THINK strategy)
4. Show respect to people, property and the school environment
5. Be honest and truthful

Thinking is built into the curriculum through activities based around Blooms and De Bono.

Rewards, Praise, Support, Guidance and Sanctions - Rationale

Our emphasis is on rewards to reinforce good behaviour, attitudes and teamwork rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour and positive attitudes are valued. Support and guidance are provided to those children who need it. Specific children should be provided with a Key Worker to support their self-regulation.

The most common reward is **praise**, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children.

Rates of praise for behaviour should be as high as for work. Good behaviour and positive attitudes should be recognised and acknowledged at all times.

The school must operate a **consistent** and transparent system of acknowledging achievement by following an appropriate **rewards protocol**. It is accepted that children respond well to tangible reward, as well as vocal praise, but the application of tangible reward needs to follow a structure.

In the whole school environment, this should be:-

- The issue of **House Points** as acknowledgement of good work or positive behaviour; this should be adopted across the school and by ALL staff members.
- **'Worker of the Week'** certificates and badges
- **'Pupil of the Week'** certificates and trophies
- **'Writer of the Fortnight'** certificates and pens
- **'Times table'** certificate
- **Special reward time;** this would include instances of a whole class being rewarded with an identified activity e.g. special interest time.

The Head Teacher has the discretion to reward excellence with his/her own rewards system where teaching staff have highlighted a particular piece of work or an outstanding effort from a child. This includes the issue of Head Teacher 'stickers' as well as the higher accolade of issuing book tokens to recognise special achievement.

In addition, there are whole school **VALUES** which link back to the principles of **respect, responsibility, fairness and tolerance;** within this, children have been voted ambassadors by their peers to represent each value. The achievement is acknowledged by the issue of an

award letter, which would be sent home to parents, and an enamel badge identifying the specific 'value' and year in which they had received this accolade. This is to reward the child's role as an ambassador within a specific behavioural field, as a role model to other children, and there would be an expectation that such behaviour could be maintained. Similarly, the Head Teacher reserves the right to remove an accolade if a child demonstrated behavioural choices to the detriment of their original award.

Gifts and Other Rewards:

It is accepted that there are key times of the school year where staff (teachers AND support staff) may wish to acknowledge a specific event. For example, children's birthdays, Christmas, Easter or end of year.

Gifts should be:

- Low cost, low impact purchases which have been **agreed by the Year Group** and Senior Leaders (e.g. pens/pencils/minor stationery items/books for the classroom). **NB** : There must be consensus amongst **ALL** staff in the Year Group and no member of staff should feel obliged to follow a course of action if they do not wish to.
- Consistent for the age of the children in that year group;
- In keeping with the schools' healthy food procedures.

Staff should **NOT**:

- Issue their own rewards; this could be attractive stickers they have purchased themselves, or personally purchased gifts;
- Promote any exchange of rewards between pupils that could be deemed as 'favouritism';
- Give out sweets, cakes or other confectionery rewards in observance of our food policy.

These principles need to be applied consistently to ensure both staff **and** children are protected against allegation of favouritism or inequality. Children need to understand that there is a coherent and fair framework within school relating to rewards and gifts.

Similarly, the school will work proactively with parents to dissuade the purchase of individual gifts for teachers, particularly at the end of the school year. Instead, we will encourage an ethos where making a donation towards the school fund or the school's chosen charity would be a preferable option; this will be promoted as a means of protecting children who could possibly feel disenfranchised due to their social/economic background.

Sanctions and Consequences:

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the **disapproval** of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The use of consequences should be characterised by certain features:

- Clear expectations of the behaviour required are outlined to the child.
- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.

- Minor offences will use the '3 strikes system' with an incremental 5 minutes loss of time applied.
- Major offences – such as hitting – will receive an automatic loss of playtime.
- It should be the behaviour rather than the person that is punished.

All sanctions are recorded by the class teacher; creating data to be analysed by the Phase Leader. This provides an opportunity to refer for additional support or to provide appropriate intervention for individual pupils.

A child could be identified as requiring support from an adult. This important Key Worker role provides child-centered provision to help them self-regulate or learn how to manage situations more effectively.

Support available for pupils may take the form of:

- peer mentoring
- additional adult support in school – such as group work, 1:1, introduction of a keyworker
- review of curriculum/learning environment to support additional needs and the possible introduction of behaviour contract
- closer links between home and school
- referral to an appropriate external agency e.g. CAMHS

The learning environment

We believe that **an appropriately structured curriculum and effective learning** contribute to good behaviour. Thorough planning for the needs of individual pupils (through a child-centered learning approach), the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. Progress should be bespoke to the child's starting point and needs, whilst all efforts should be made to encourage self-regulation of behaviour, all small steps should be celebrated.

Classroom management and teaching methods:

These have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Therefore,

- classrooms should be organised to develop **independence and personal initiative**
- furniture should be arranged to provide an environment conducive to **on-task behaviour**
- materials and resources should be arranged to aid **accessibility** and reduce uncertainty and disruption
- displays should help develop **self-esteem** through demonstrating the value of every individual's contribution, and overall the classroom should provide a **welcoming environment**
- Discussions should focus on the constant promotion and reinforcement of meta-cognition, thinking and emotional intelligence
- teaching methods should encourage **enthusiasm and active participation for all**

- lessons should aim to develop the skills, knowledge and understanding which will enable the children to **work and play in co-operation with others** (at all times including break / lunch times)
- **praise** should be used to encourage **good behaviour** as well as **good work**
- constructive criticism should be a private matter between teacher and child to avoid resentment

Support available for staff may take the form of:

- peer mentoring / coaching
- teaching triangles
- distributed leadership
- CPD around EI, child-centered learning and mega-cognition
- Encouraging self-regulation through thinking
- attendance at in-service training
- visits to other schools
- referral to appropriate supportive agency

Support for parents/carers may take the form of:

- individually designed programme to support pupil's behaviour at home discussion to identify specific concerns & issues
- signposting to relevant support courses related to behaviour issues
- signposting to sources of parental support, websites, reading materials etc
- referral to relevant support agencies

Aim 3 To promote an orderly, fair and safe environment for all through a consistent and positive framework for managing pupil behaviour

Actions

There is a recognised, graduated response to inappropriate classroom behaviour	
Steps	Description of circumstances
1	Inappropriate pupil behaviour is identified and recorded on child's chronology by any member of staff and handed on to class teacher through consistent formalised communication.
2	General behaviour management strategies are put into place (3 strikes / incremental) to encourage self-regulation – supported by THINK strategies. The class teacher will follow up any incidents that they deem necessary with all actions recorded.
3	<p>If the incident remains unresolved the class teacher will escalate the incident to the school's hierarchical system (Phase Leader). Pupil specific strategies are put into place. An individual verbal agreement is put into place to allow the pupil to be clear about the expectations of behaviour at FJS:</p> <ul style="list-style-type: none"> • the behaviour required and the reward for same • the behaviour causing concern and the sanctions for same <p>If the behaviour continues then the phase leader will call a meeting with others to draw up a BEHAVIOUR PLAN / POSITIVE HANDLING PLAN (Behaviour Lead, SEN LEAD, CLASS TEACHER)</p> <p>The purpose is to provide a short-term intervention designed to quickly change the target behaviour. Parental involvement is desirable at this stage and may include home/school diary contact.</p>
4	The arrangement may need to be formalised into a Pastoral Support Plan, where

	longer-term support is deemed necessary. This plan should be reviewed at an agreed interval and the Head Teacher, Deputy Head Teacher will be fully aware and involved at this point. The plan may involve the use of key workers / group work to provide meta-cognition work with the child to help them self-regulate behaviour.
5	When reviewing the Pastoral Support Plan, involvement of the Educational Psychologist can be requested, with parents' consent.
6	Referral to other external agency can be made if deemed necessary.
7	During this process a thorough log of all incidents and interventions will be recorded to build on success.
8	If the intervention proves to be unsuccessful; then a meeting will be arranged between the Head Teacher, parents and other staff (agencies) to review plan with a view to modification or other strategies being implemented.

When pupils demonstrate behaviour/SEMH difficulties that have not been improved by differentiated learning opportunities, support strategies or behaviour management techniques usually employed in the educational setting and require external support/input from agencies/professionals such as Behaviour Support Team/Educational Psychologist etc.; then the pupil may need to be referred to the SENCo and possibly added to the SEN Register (see also the LA SEND Graduated Response Document).

Sanctions

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Phase Leader, Assistant Head Teacher, Deputy Head Teacher and eventually to the Head Teacher (see flow chart); in addition parents may be invited into school for discussion or a letter / e-mail sent home to highlight the initial concern. Ultimately, and in the last resort, exclusion may be a realistic option (following the LA guidelines).

Most instances of poor behaviour are relatively minor and can be adequately dealt with through 3 strikes system. It is important that the sanction is proportionate to the offence and that teachers / adults in the school use their usual classroom / behaviour management skills before entering the three strikes system.

Where anti-social, disruptive or aggressive behaviour is frequent and sanctions alone are ineffective the Phase Leader will initially work with behaviour lead and class teacher to create a bespoke behaviour plan. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Headteacher.

For pupils who have identified SEN needs (SEMH/ASD/ADHD etc.) then there may be a need for the school to make 'reasonable adjustments' to normal Sanction/Consequence procedures. It is expected that these adjustments would be detailed in the pupil's Support Plan/Provision Map.

Bullying & Cyberbullying

Bullying is the persistent desire to hurt others and can be verbal, mental or physical. At Fulwell Junior School we are keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend.

Cyberbullying has become more prevalent in today's society and children are exposed to many forms of social media where bullying can thrive. School has a responsibility to act in all instances where children feel they are being threatened outside of the classroom, although we would work proactively with parents/carers to raise the concerns where direct school influence is not possible. We have a detailed ICT policy which gives in depth information surrounding this area and staff are encouraged to sign post children and parents to it.

All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim. (See also **Anti-Bullying Policy – due for review Autumn Term 2016**)

Positive Handling (previously termed Physical Restraint or Intervention)

Staff should refer to the Local Authority Guidance – Advice And Guidance In Respect Of The Use Of Physical Intervention With Pupils – for more detailed advice. This is available in the staff room. Copies are also held by the Headteacher and the SENCO. The use of physical intervention will always be the last resort for **authorised members of staff who have received Local Authority training in this area**. All other behavioural management strategies will be used before physical intervention.

(See Positive Handling Policy for explicit guidance on school practice).

Racism & Homophobia

In today's society, we must ensure that pupils are not subjected to homophobic or racist remarks whether intentionally or unintentionally. Pupils from other cultures or sexual orientation may often form a minority group within the school, however, and this must strengthen our resolve to educate our children in anti-racist and anti-homophobic values.

Respect and tolerance for others is an important part of our behaviour and pupils must learn these values. The school procedure for dealing with racism and homophobia accords high priority to responding appropriately by making sure that:

1. All racist and homophobic comments/remarks are reported immediately to the Head teacher;
2. All such incidents are logged as advised by the Local Authority;
3. Those involved are interviewed by the Headteacher to emphasise the serious nature of such unacceptable conduct;
4. The Headteacher will decide thereafter the subsequent form of action required.

Council policy on equality gives guidance for schools and outlines procedures/actions required. Significantly, education at all levels throughout the school must reinforce the principles involved.

(See also Equality Policy)

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. All parental contact is logged on the child's chronology. Where the behaviour of

a child is giving cause for concern it is important that the class teacher (as the key professional in this process of communication) and all those working with the child in school are aware of those concerns, and of the steps, which are being taken in response.

Early warning of concerns that staff may have should be communicated following the flow chart, firstly through the phase leader then members of the Senior Leadership Team; with more serious concerns being directed to the Assistant Head/Deputy Head/Head Teacher. This will then ensure an appropriate strategy can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents if necessary.