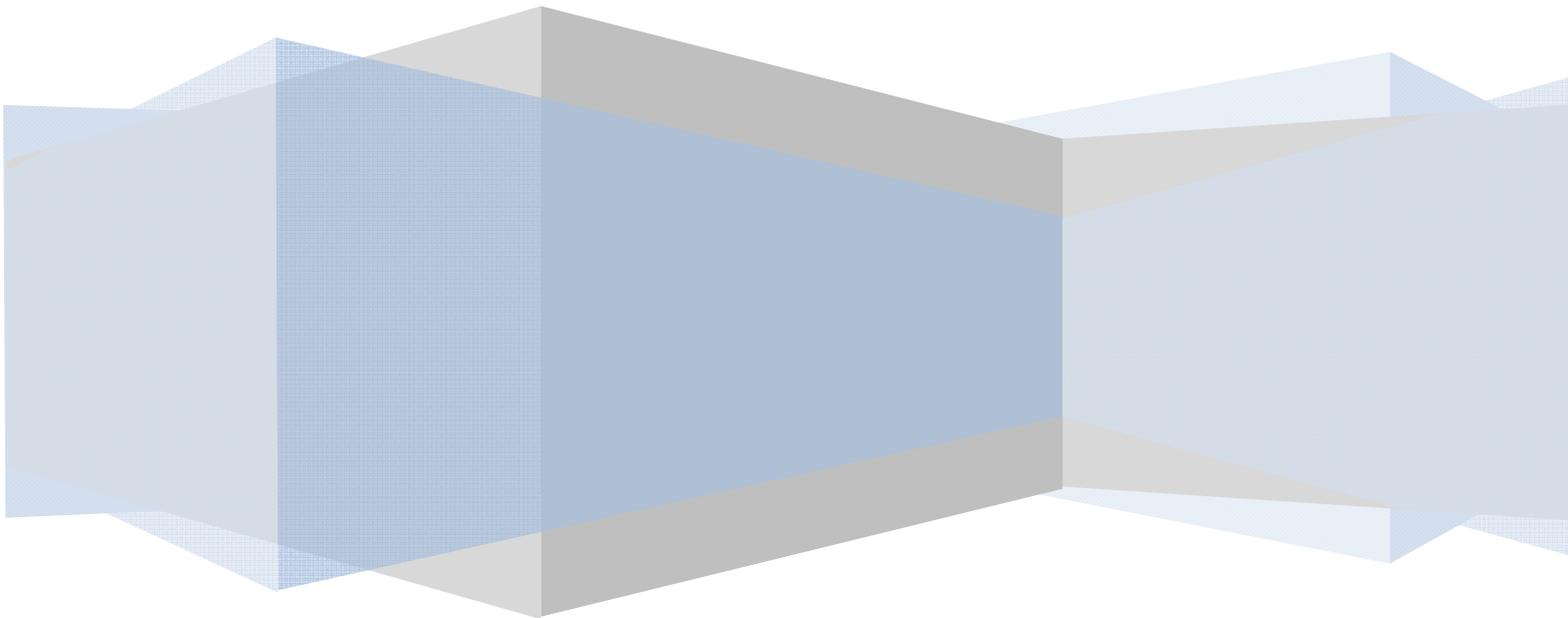


Mount Pleasant Primary School

Behaviour and Discipline Policy

Revised: Spring Term 2018
Consultation Period: Spring Term 2018
Approved by Governors: February 2018

Date of Next review: Spring Term 2020



Behaviour Policy – Reviewed Spring Term 2018 (DFE – Behaviour and Discipline in Schools – January 2016. To be read in conjunction with the ‘Anti-Bullying’ Policy and ‘Use of Reasonable Force’ Policy)

At Mount Pleasant we expect and encourage good behaviour and self discipline from all pupils in order to achieve an environment which enables emotional development, effective learning, high standards and the smooth functioning of the school as an orderly community. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

Aims of the policy

- To promote good behaviour discipline and respect
- To prevent bullying and enable children to develop a sense of self-worth and tolerance for others.
- To develop a moral framework within which children can mature emotionally and in which sound relationships can flourish.
- To promote a positive learning environment in which children feel safe, secure and respected.

Objectives

For children to demonstrate:

- An understanding of their rights and the responsibilities that go with them (Article 1)
- Self-confidence and the ability to voice their opinions in an appropriate manner (Article 12 and 13)
- Respect, courtesy and tolerance towards teachers, other staff and towards each other (Article 2 and 14)
- Pride in their talents and achievements (Article 29)
- Empathy with others feelings (Article 2)
- Respect for their environment and community (Article 24)

Teachers and all staff are expected to be skilled at managing and improving children’s behaviour.

It is expected that parents will support the school in encouraging their children to show respect and support the school’s authority when disciplining its pupils.

A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and its wider community.

A variety of methods are used to encourage and support pupils to behave appropriately:

- Rights Respecting School
- PSHE/Citizenship/Assemblies
- School Council
- Class Charter
- Sanctions
- Rewards
- Areas of Responsibility/good role models
- Mutual respect expected of all adults and children
- Anti-Bullying Policy
- Anti-Bullying Team
- Anti-Bullying Pledge
- A range of visitors into school and a variety of visits offsite (LOtC)

School Council.

The purpose of the School Council is to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school.

Each year group, from Reception to Year 6, elects one boy and one girl to represent them on the council. This representative is presented with a stripy tie to show that they are on the school council. The communication from each year group, via their representative, leads to discussions which reflect group feelings and opinions. Meetings are held at least half-termly, minutes are distributed to year groups for reflection and discussion and these are published on the school website.

The School Council are responsible for driving decision making on certain aspects of school life which affect all pupils - e.g. Class Charter, outside learning environment, behaviour policy. Having contributed to the decision making process through their representative, each pupil has some degree of possession of the outcome.

The discussions, feedback and decision making contribute to pupils own awareness of the need for individual and group discipline. This in turn contributes to improving behaviour, helps to prevent bullying and encourages trust, caring and teamwork.

Anti-Bullying Team

At the beginning of each year, children are selected to be 'anti-bullying' monitors. Their role is to be a contact for children who feel that they have no one to play with or feel that some-one is being unkind to them. They are asked to report any concerns to their class teacher or the Headteacher.

Anti-Bullying Week (November)

Mount Pleasant takes part in the national anti-bullying week. This is done through assemblies, poster competitions and discussions/debates in classrooms. Each year group creates an 'Anti-bullying Pledge' linked to the theme of the Anti-bullying Week. These are signed by all members of the class; children and adults, and are displayed in classrooms and the whole school pledge is displayed in the school hall. The key messages form Anti-bullying Week are repeated constantly throughout the year.

Class Charter

Each year group creates their own 'Class Charter' at the beginning of the academic year, linked to the UNICEF Children's Rights. This is on display in the classroom to remind all children of the expectations of behaviour within school.

When Things Go Right:

Rewards

Rewards are used throughout the school. They range from awards for the whole class, to groups, to individuals and are given by all adults in the school.

• **Pupil of the Month Award**

Children from each year group [R– 6] are chosen by their class teachers for particular mention in whole school assembly. This may relate to work, attitude, behaviour etc. and links closely with the Behaviour and Discipline Policy. Each of the winners is presented with a certificate including their photograph and a prize. A letter is sent home by the Headteacher telling the child's parents of their success. All certificates are displayed for all to see for one month and parents are encouraged to come and visit the display with their child.

• **House Points (Class Dojo)**

From Reception onwards, each pupil at Mount Pleasant becomes a member of a House. They are: Brierley, Stuart, Stevens and Webb. In Year 6 children can become House Captain. These children lead their House in a variety of competitions and events during the year. They also get to wear a special tie in the colour of their house:

Brierley – Yellow

Stevens – Blue

Stuart – Red

Webb - Green

Children are awarded 'House Points' for a variety of reasons such as good work, kindness, listening carefully, tidying without having to be asked etc. The house points are recorded on the school 'DoJo', totalled before each whole school assembly and the house with the most points is announced and congratulated. The colours of that house are then tied around the house trophy which is put on display in the school hall.

• **Traffic Light Awards (Nursery onwards)**

A pre-award to Owls based on the acquisition of basic skills and demonstrating a good attitude to school life (Blue, Red, Amber, Green). Copies of what is expected for each of these awards can be found on our school website.

• **Owl Awards**

Following the 'Green' traffic light, children can work to achieve Bronze, Silver, Gold and Platinum owls. The criteria for the awarding of these owls is linked to behaviour and attitude to learning within school and at home. The criteria for each owl forms part of the children's merit cards. Owls are awarded in whole school assembly. Copies of what is expected for each of these awards can be found on our school website.

• **Class Rewards**

Each year group uses a wide range of rewards. Teachers discuss with children what the rewards will be within the class and how children can achieve them. The rewards may alter and be adapted due to the needs and maturity of a particular cohort. Examples are stickers, certificates, medals, Golden Time (EYFS).

• **Attendance**

Those children with 100% attendance each term are presented with a special certificate and achieve a merit on their merit card. At the end of the year children who have 100% attendance for the whole year receive a certificate and a prize and their photograph is displayed on the attendance board. Children achieving attendance of 98% or higher are also acknowledged.

• **Outstanding Learners**

Each term, in whole school assembly, children are nominated by class teachers to receive a certificate to show that they are Outstanding Learners. The criteria for this award is shared regularly with children during assemblies and during the school day. Children must demonstrate they are fulfilling all the criteria for the Outstanding Learner, these are:

- I am always ready to learn
- I always try my best
- I always complete home learning tasks
- I show pride in my work and appearance
- I collaborate well and help others
- I demonstrate independence using 'Three Before Me'
- I demonstrate a positive attitude to all learning
- I am a good role model and inspire others

Areas of Responsibility

Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to extend their social and cultural experiences. These roles include:

- Head Boy and Head Girl
- Deputy Head Boy and Deputy Head Girl
- House Captains
- Classroom monitors

- School Council Representatives
- Anti-Bullying Team
- Prefects/Monitors
- Organisation Team
- Environment Team
- Librarians
- Fundraising Team

Mutual Respect

At Mount Pleasant we believe that in order to implement a policy of behaviour management effectively, it is essential that there is an ethos of mutual respect. Everyone has the right to their own opinion and to express that opinion but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, by discussion in circle time, by role play and by good role modelling. Respect needs to be apparent between adults, between children and adults and between children. In this way every member of the school is valued and feels valued.

Implementation

1. Staff

- Treat all children equally, irrespective of gender, sexuality, race, religion or disability.
- Be alert to signs of all forms of bullying and racial harassment and deal firmly with it in line with school policy.
- Model the type of behaviour felt to be acceptable.
- Play an active part in building a sense of community.
- Deal sensitively with children in distress.
- Support each other in maintaining good classroom management and be sensitive to each others needs.
- Apply the agreed standards of behaviour consistently.

2. Children

- Should treat others as they would like to be treated, i.e. with tolerance and respect for other's views and rights.

- Should accept responsibility for their own choices and actions.
- Should dress appropriately in the agreed school uniform. Haircuts and the wearing of jewellery should also be in line with school policy.
- Respond appropriately and immediately to any reasonable request or instruction made to them by any adult in school.
- Complete all assigned work within an agreed timescale.

When Things Go Wrong:

Employed Staff Powers to Discipline Pupils

- Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006).
- The power applies to all paid staff with responsibility for pupils, e.g. including Teaching Assistants.
- Staff can discipline pupils at any time that the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Staff can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school. For example, bringing the school's reputation into disrepute or incidents of bullying or harassment that affect children in school.
- Staff can confiscate pupils' property.
- Staff can impose an agreed sanction (see this policy)
- Staff have the power to impose a detention; during the school day e.g. lunchtimes and playtimes (allowing for reasonable access for the child to be able to eat, drink and use the toilet), or preventing a child from taking part in an activity after-school e.g. representing the school, or whilst on a residential visit.

The Headteacher should consider whether a child's behaviour gives cause to suspect that the child may be suffering, or is likely to suffer significant harm. Where this may be the case, staff should be directed to follow the school's safeguarding procedure.

Schools should also consider whether continuing disruptive behaviour, might be as the result of unmet educational or other needs, and whether a referral would be suitable.

Physical Restraint of a pupil:

In very rare situations, where a child is refusing to follow a reasonable instruction to stop their behaviour, which may;

- be causing harm to themselves or another person
- involve damaging property

The law allows staff to physically restrain a pupil using 'reasonable' force. Mrs Capener (Acting Headteacher), Mrs Woodhall (SENDCO) and Mrs Jones (Nursery Teacher) have all undergone Team-Teach Training and are therefore most likely to be called upon to physically restrain a pupil should this ever be necessary. However, this does not remove the same power to any paid employee, should an occasion arise where physical restraint would be deemed necessary. All staff have some awareness of the appropriate restraint holds. Should a child ever be physically restrained, then the parent of the child would be notified immediately. Any parent who requires further information regarding physical restraint can request further details from the school office.

Unacceptable behaviour includes

Please note that the following list is not exhaustive. Behaviour considered 'unacceptable' may be determined by the Governing Body where the Headteacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category.

- Disobedience to a reasonable instruction.
- Non-completion of school work that could be reasonably expected.
- Inappropriate dress [e.g. trainers] extreme hair styles [e.g. Mohican, tram lines, 'extreme' will be determined by the Headteacher] body piercing [e.g. navel, more than one piercing to the ear, facial piercing]
- Biting, spitting, hitting and/or kicking.
- Foul language and swearing.
- Making unkind remarks.
- Damaging property, including defacing property eg graffiti

- Answering back, rudeness or aggression to adults or others.
- Stealing, including hiding another person's property.
- Carrying knives, drugs, alcohol or any offensive weapon into school.
- Truancy, including non or poor attendance, and a regular pattern of late attendance
- Racist, homophobic or derogatory comments e.g. use of the word 'gay' or behaviour that causes offence e.g. all forms of bullying (see Anti-Bullying Policy)
- Fighting or encouraging others to fight.
- Forming gangs for the purpose of intimidating others.
- Bullying, in any form, e.g. cyberbullying (including from home), homophobic bullying, physical bullying, emotional bullying, racism etc.
- Wearing of any symbols that could cause offence to individuals and or groups, either by gender, sexuality, race, colour, culture, disability or religion.
- Putting themselves, other children or adults at risk.
- Moving around school in a way that falls below the expected standards of general behaviour, e.g. running, shouting, pushing.
- Creating or spreading malicious 'gossip' about adults who work or volunteer in school, about other children and families, and including the use of social media.

Pupil's Conduct Outside the School Gates

Staff have the power to discipline pupils for misbehaving outside the school gates, "to such an extent as is reasonable." This includes behaviour witnessed by a member of staff or reported to the school by another person.

Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in school organised activities, e.g. offsite visits, residential visits, when representing the school
- Travelling to and from school,
- Misbehaviour when wearing school uniform
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time whether or not the above conditions apply:

- That could have repercussions for the orderly running of the school,
- Poses a threat to another pupil or member of the public,

- Could adversely affect the reputation of the school and includes misbehaviour on-line.

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (offsite visits and residential visits).

Poor attendance

*** Penalty Fines**

Leave of absence – Under the Education (Pupil Registration) (England) (Amendment) Regulations 2013 a Headteacher MAY NOT authorise a leave of absence in term time for a holiday. A Headteacher MAY (at his or her own discretion) authorise absence for exceptional circumstances. An application for a leave of absence must be made in writing to the school.

If you take a leave of absence which **is not authorised** by the school **you may be issued with a penalty notice** via the Education Investigation Service. A penalty notice can also be issued for:

- Unauthorised absence from school
- Being identified out of school on a truancy sweep

Exclusion – If your child is excluded from school and during the first six days of exclusion, and he or she is identified in a public place **you may be issued with a penalty notice** via the Education Investigation Service.

Details of fines can be found on the Education Investigation Service website.

Parenting orders

Parenting orders may be issued by magistrates following the conviction of parents or carers or on the application of the local authority for failing to send their child to school regularly. As part of the parenting order, you will be required to:

- fulfill certain tasks such as taking your child to school each day
- attend parenting guidance sessions

If you fail to do this, you will be in breach of a court order. This matter will return to court and further fines could be imposed.

Prosecution

If you fail to meet all of the above, you may be prosecuted. This could result in each parent or carer receiving a fine of up to £2,500 and / or three months imprisonment for failing to ensure your child regularly attends school.

Punishing Poor Behaviour

Sanctions/Punishments

In repeated cases, where a child's behaviour falls below the acceptable standards (see above), the delegated person (Mrs S Derbyshire) will carry out an investigation into the incidents. Any investigation will be recorded in a Behaviour Log, the extent and details of which will vary with the appropriateness of the investigation.

During the investigation the delegated person can:

- Speak to a child or group of children without the parents' consent
- Speak to the child or group of children without parents being present

The outcome of the investigation is to determine what is likely to have happened. The delegated person can use their previous knowledge of the children involved in order to come to their final conclusions. The delegated person will then determine the sanction to be used.

To be lawful, the punishment must satisfy the following conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of a member of staff
- The punishment used must be reasonable and must not breach any other legislation

Procedures for punishments/sanctions

Wherever possible, staff immediately in the vicinity of an incident should deal with it immediately. Incidents at playtimes and lunchtimes should not overrun into learning time unless deemed of a serious nature which needs further investigation. In EYFS, staff use a 'Behaviour Board' that rewards good behaviour. When children are placed in the 'Golden Zone' they are rewarded appropriately.

Playtimes and Lunchtimes

Disruptive or inappropriate behaviour will not be tolerated. Staff will follow this procedure:

1. Verbal reminder of appropriate behaviour
2. Timeout on a bench – a short appropriate amount of time to ‘think about’ their behaviour
3. Walk with member of staff on duty for a short appropriate amount of time
4. Member of SLT informed (not the Head) and a detention imposed by them as appropriate
5. Repeated incidents to be recorded in the Behaviour Log by Deputy Head
6. Head and parents informed, behaviour plan put in place

Learning Time

Disruptive or inappropriate behaviour will not be tolerated. Staff will follow this procedure:

1. Non-verbal correction
2. Verbal reminder of appropriate behaviour
3. Timeout within the classroom, remove from group or situation
4. Timeout, removal from the cohort
5. Member of SLT informed (not the Head) and a detention imposed by them as appropriate
6. Repeated incidents to be recorded in the Behaviour Log by Deputy Head
7. Head and parents informed, behaviour plan put in place

On rare occasions, when the incidents is deemed extremely serious, the Head and parents may be involved immediately.

If the above sanctions do not lead to an immediate modification of behaviour, the following actions are likely to be considered.

- Exclusion from a favoured activity – long term or permanently; not including mandatory curriculum sessions but for non-mandatory curriculum activities e.g. after-school clubs and may also be used on residential visits.
- Exclusion from the right to represent the school.

- A requirement for a written apology.
- A letter/telephone call to a parent from the Headteacher or Deputy.
- A meeting with parents.
- Other sanctions following discussion between parents, class teacher and head teacher.
- PSP pastoral support programme.
- Exclusion from school [LA guidelines to be followed for either temporary or fixed term, or permanent exclusions]

This school will not use detentions imposed outside the normal school hours as a sanction or punishment.

Confiscation of Inappropriate Items:

The general power to discipline, enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully.

Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated.

Staff also have the power to search without consent for prohibited items, including:

- Knives, weapons
- Stolen items
- Cigarettes, lighters, matches (incl lighter fuel and propellants)
- Drugs, alcohol
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Any item banned by the school rules

Where appropriate, items may be handed to the police. The Headteacher will decide whether it is appropriate to involve other outside agencies e.g. Social Services

Mobile phones

Mobile phones are discouraged. However, children in Year 6 who walk to school alone may bring a phone to school but this must be handed to a member of staff as soon as the day begins and must not be used before school on school premises. The phones are kept in a box in the class stock cupboard. Efforts are made to keep these safe and secure however staff are not responsible for any damage or loss of these.

Discriminatory remarks:

Any words or actions that cause offence to another person and are considered discriminatory by the offended person will be deemed as inappropriate. In this case;

- The pupil will be reprimanded, the Headteacher is informed and a record of the incident is kept.
- The LA, governors and parents are informed.
- In persistent cases, parents may be asked to discuss the matter with the head teacher and a referral made to police in line with the school Equality Policy.

Allegations of Abuse Against Staff/ Malicious Accusations Against Staff

All allegations of abuse will be taken seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Local Authority disciplinary measures will be followed where the allegation is found by the Governing Body to be true.

Where the allegation made by a child or parents is found to be false, the Chair of the Governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties. (E.g. Police if the child is 10yrs old and above)
- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the

- school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.
- Exclusion of a child who continues to make false allegations about staff.
 - In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

Exclusion

The Headteacher (or Deputy Head in the Headteacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently (to be approved by the Governing Body within 15 days of the exclusion being announced), 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.

The Headteacher 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 e.g. Statement, IEP, Risk Assessments) Even if the child does have a recognised behaviour problem the Headteacher 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, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow Local Authority guidelines.

Dealing with Inappropriate behaviour of parents, visitors and other adults in school:

Legal Duty (DMBC Law and Governance Department):

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

Schools sit on land that belongs to the Local Authority, so only persons with the 'right' to be there, are allowed on the school premises. That 'right' is determined by the Headteacher and Governing Body. This can be extended to pupils, parents, staff, contractors and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

Inappropriate behaviour:

This includes causing any kind of nuisance or disturbance, such as:

- Refusing to follow the reasonable instructions of staff; e.g. refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard.
- Being verbally aggressive, e.g. swearing, threatening or shouting at others on the premises, including other visitors to the site
- Being physically abusive, e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors.

How the school can respond:

1. Verbal warning – a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given verbally, the information will be recorded.
2. The Police – can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.
3. Warning letter – serious incidents should be followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed.

4. Banning letter – if the incident is sufficiently serious or it is one of a series of incidents, the Headteacher can ban the person from the premises.
5. Legal proceedings –
 - a. Civil proceedings, compensation claims can be made by the school for compensation against any individual who has caused damage to the premises or any items owned by the school.
 - b. Injunction; if a person persistently enters the school premises without permission or authority, the school may seek an injunction from the courts prohibiting them from coming onto the premises.
 - c. Criminal proceedings via the Crown Prosecution Service